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Guidelines for elementary and secondary school language programs are presented. Rationale, objectives, and basic principles are discussed. Major attention is directed to FLES and language teaching techniques. Scope and sequence are defined. Descriptions of the administrator's role, testing, electronic installations, and audiovisual aids, and the professional language teacher are offered. Appendixes contain information on the bilingual student and Northeast Conference Reports. A bibliography lists publications of interest to the professional language teacher and a directory of useful addresses is provided. (AF)

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for
NEW HAMPSHIRE SCHOOLS

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New Hampshire State Department of Education

Division of Instruction

Concord, New Hampshire

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FOREWORD

New Hampshire schools, like so many others throughout the country, have within the past seven years experienced the most significant curricular change of the century in modern foreign language instruction. Stalemated in many cases by a two-year high school foreign language program, students and teachers alike saw language learning in terms of the graphic skills of reading and writing. Very little time could thus be spent on the oral skills of listening and speaking.

Spurred on by the demands of a modern world and financed in part by Title III of the National Defense Education Act, administrators and teachers in local school systems throughout the State have sought the implementation of new programs for the modern foreign language student.

Every American child in this generation should be provided with the opportunity to learn that his mother tongue is not the unique means of communication in this world and that peoples of other nations behave in cultural patterns different from his own. It is our contention that foreign language education should be an integral part of every child's learning experiences beginning in the elementary school. When a second language is introduced at an earlier age, the tendency to become "academic" is lessened—thus providing for an enriching, pressure-free situation in which all children can learn the sounds, basic speech habits, and culture patterns of a different people. Moreover, the findings of the psychologists of the day give every indication that a child should begin the study of a second language before the ages of ten or twelve, that is, before the junior high school years.

Where it is not possible to implement a long sequence beginning in the elementary grades, we encourage our administrators to develop a six-year program beginning at grade 7. An extended sequence of this kind will do much to enable our students to develop that proficiency in foreign languages that many of us never had an opportunity to obtain.

The purpose of this publication is to indicate the new direction in modern foreign language study and to assist local schools in the implementation of quality programs. We hope that it will prove to be of use to our administrators and teachers, and to all those citizens who share our concern in providing training for the youth of the State adequate to their needs as responsible citizens in a rapidly changing and shrinking world.

PAUL E. FARNUM
Commissioner of Education

PREFACE

Through its instructional services, the New Hampshire State Department of Education continually seeks to encourage the development and improvement of educational programs.

Since the beginning of New Hampshire's participation in the National Defense Education Act the specialized services of a foreign language consultant have been available to our schools. The changes in foreign language programs since then have been quite significant and may be observed throughout the State. Improved instructional techniques, expanded foreign language offerings and enrollments, more effective materials and equipment, and increased professional interest represent a few of the more perceptible changes.

Modern Foreign Languages for New Hampshire Schools represents the professional concern of our language teachers and administrators in providing leadership for curricular change in modern foreign languages. As early as 1961 some thirty New Hampshire teachers attended a week-long conference which generated the interest and prepared the way for the writing of this publication. During the past four years subsequent conferences and study groups have continued an active study of the foreign language programs in our public elementary and secondary schools.

It is the hope of those who have been involved in its development that this publication may provide some practical suggestions for school boards, superintendents, teacher consultants, principals, guidance counselors, teachers, and parents who are interested in foreign language education. Some specific ways in which this publication might be helpful are the following:

(1) It is hoped that local school systems will find herein the basic principles from which each will be encouraged to discuss new developments, evaluate present programs, and plan the philosophy and objectives of its own language program. Concommitant with this curriculum study, language teachers under the direction of their department head or principal are encouraged to meet with feeder elementary and junior high schools, and formulate a total foreign language program for their community. The outcomes should be a clearer definition of the language teacher's role at each level, increased coordination of the total language program, and a keener sense of direction for administrators, teachers, and students alike.

(2) New and larger schools, new instructional techniques, larger student enrollments, expanded offerings, and lengthened sequences pose new problems. The publication committee has therefore attempted to suggest some guiding principles that should prove useful to all concerned with curriculum development in our schools.

(3) New teachers are encouraged to implement the teaching techniques suggested herein in their classroom procedure. More experienced teachers will want to evaluate their present methods and objectives in the light of these suggestions, as it is said: "Let him who dares to teach never refuse to learn."

It is our hope the curriculum bulletin *Modern Foreign Languages for New Hampshire Schools* will provide valuable assistance to those responsible for the language programs in our schools.

FRANK W. BROWN
Chief, Division of Instruction

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Miss Rosemary York
Mrs. Marion Zeller

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P. PAUL PARENT
Director, Foreign Language Education

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CHAPTER I

INTRODUCTION

It is a basic tenet of our educational philosophy that our pupils must be prepared to accept and discharge effectively their duties as citizens and to live full, rewarding, and meaningful lives. To do so successfully, they must be educated in the realities of the modern world. Our programs, therefore, need to be modified to keep pace with the ever-changing world scene. It has already been recognized that science and technology are indispensable to an understanding of the modern world. It is now being realized that the scientific and technological explosions have brought with them an ever-increasing need for international understanding. Without such understanding our science and technology may be our undoing. Every advance in technology brings with it political, social, economic, and cultural problems of great magnitude and complexity. The solution of such problems demands international cooperation which in turn requires communication between the nations of the world.

THE NEED FOR MODERN FOREIGN LANGUAGE STUDY

The study of modern foreign languages can be of immense benefit not only in the conduct of national affairs but also in the effective operation of modern business and in the full development of the individual personality of each citizen.

National Needs

The United States is now the leader of the free world. As such it has need of an enormous number of people to carry on the multitudinous activities of the government here and abroad. Properly qualified personnel are needed to staff our diplomatic corps, armed forces, economic aid programs, informational services, and cultural exchange programs. Included among the qualifications of the thousands of people employed in such services is competence in one or more foreign languages. These government employees must be able to communicate effectively with the people with whom they are working or among whom they are living. Otherwise they cannot discharge their duties properly. The presence of interpreters is no answer to this problem. The dangers of relying upon interpreters were made frighteningly clear in an Associated Press story that appeared in the papers as far back as December 29, 1952:

> Until the first American trained especially for Indonesian duty was assigned to the Embassy in 1949, all translating was done by natives. To please their employers, they interpreted everything to sound rosy, pro-American. But when American area and language experts began to read Indonesian newspapers and attend sessions of the National Legislature, the Embassy learned that strong Communist-inspired anti-American feeling was sweeping the country . . .

The need on the part of all governmental representatives abroad from Ambassadors on down to clerks to know the language of the people in whose country they serve has been recognized at last by the Federal Government and effective steps are being taken to see that they acquire this competence.

Professional Needs

Our businesses have become increasingly involved in world affairs. It is no longer possible for our leaders in business, industry or the professions to maintain a provincial outlook. Today businessmen must operate on an international scale, maintaining relations with and even having representatives in a host of foreign countries. Financial enterprises, large industrial corporations, communications industries, shipping interests, and aviation companies have branches in the major cities of the world. The modern businessman must be no less at home in one or more foreign languages than the modern governmental representative.

That the American business community is aware of its responsibility in this matter is quite evident from the number of articles which have appeared in the press since World War II.

An article in the *New York Times* (September 13, 1963) declared: "A great upsurge is taking place in the teaching of languages . . . Business concerns sending workers abroad want them on speaking terms with the people they deal with." Harry C. Kenny, writing in the *Christian Science Monitor* (December 13, 1952), said:

> International business organizations here have come to the conclusion that it is smart to have their representatives in foreign lands speak and understand the language of those countries . . . Business has found that by the adoption of foreign languages not only its representatives but the companies involved are treated with a great deal more respect and appreciation. And the interchange of business activities is accomplished more quickly and efficiently.

An issue of *Export Trade and Shipper* (January 30, 1956) editorialized:

> The prospective 'big customer' in Latin America, or in India or Saudi Arabia or where have you, may be able to understand English, it is true, but does he prefer English? In what language does he *think?* . . .

Management of American manufacturing companies has often been criticized, and not without justification, in connection with the selection of export personnel, for failure to attach due importance to such qualifications as the fluent command of other languages . . . The problem of language and correct idiom in advertising and other forms of communication will remain a major factor in world trade. Underestimation of its importance, by American business management, can not fail to obstruct the maximum potential development of expansion in world markets.

The impact of America's involvement in the affairs of the world is being felt in the professions as well. Many professional people need competence in foreign languages to keep abreast of recent developments in their fields. It hardly seems necessary to point out that chemists and physicists must have such competence to remain apprised of the developments in their fast-moving fields. What is not so well known is that there is a great demand for librarians so qualified to establish and maintain order in the rapidly accumulating materials of special and technical libraries. Doctors and lawyers who wish to specialize to any extent within their fields must likewise acquire a knowledge of some foreign language.

The range and extent of opportunities open to professional people who are thus qualified is obvious from the fact that a single issue of the *New York Times* (December 6, 1959) carried 151 advertisements for positions requiring knowledge of some foreign language. Positions ranged from clerk to engineer, and salaries from $3,380. to $18,000.

Individual Needs

Our increased participation in international affairs as a nation and as an economic power has led inevitably to an increase in opportunities for individual travel and study abroad. During the decade 1950-59, the Passport Office of the Department of State issued 4,937,633 passports, and the figures have been increasing steadily. In the year 1963 alone, well over a million were issued. When one remembers that no passport is needed to visit either Spanish-speaking Mexico or French-speaking Canada or the parts of the West Indies where foreign languages are spoken, one has some idea of the extent to which we have become an internationally oriented people.

A large number of those who travel abroad are tourists. But an ever-increasing number are students and teachers. In 1964 over 100,000 student visas were issued. Many American colleges and universities have programs at either the undergraduate or the graduate level. The junior year abroad is rapidly becoming established as a part of the American educational scene. The University of New Hampshire has one such program already in effect at Marburg, Germany, another ready to begin at Dijon, France, in the Fall of 1965, and a third in Spanish in the planning stage. Some institutions, like Middlebury College, have programs in a number of European countries leading to the Master's Degree in the language and culture of the host country.

The Federal Government, through its second-level N.D.E.A. institute, its Fulbright, Fulbright-Hays, and Smith-Mundt programs, has not only facilitated study abroad at the graduate level, but also made possible the exchange of teachers at all levels.

All of these activities represent nothing more than a beginning. Some authorities are convinced that it is not at all visionary to think that the majority of students graduating from college in the 1970's will have such foreign study and residence as an integral part of their program. Thus, regardless of his field or his eventual vocation, the American student of the future will be enriched by direct exposure to another culture. This experience will help him to develop in the best spirit of the humanistic tradition.

THE OBJECTIVES OF AN EFFECTIVE LANGUAGE PROGRAM

Any effective program of foreign language study will necessarily concern itself with two general objectives: communication within the language taught and understanding of the culture of the countries which use this language.

Communication

The first of these objectives is an eminently practical one. It has been accepted as basic by both the Modern Language Association and the National Association of Secondary School Principals. In keeping with this objective a language program will provide the student with direct experience in the spoken and written forms of the language. The student will be led gradually to understand the standard spoken language and to speak it himself. He will also be trained to read, without translating, material of increasing difficulty and to write correctly what he has learned to speak.

Cultural Understanding

The second of these goals is dependent upon the first. There can be no real understanding of another culture without direct experience of it through its language. Translations, even excellent translations, are inadequate. While there is unanimous agreement that understanding of a culture can be acquired only through the language used to express that culture, there is an apparent division of opinion among experts as to what constitutes culture.

For some, culture means the total way of life of a people, the social legacy the individual acquires from his group, that part of the environment that is the creation of man. Every culture imposes upon its members a complex network of patterns, a cultural blueprint, which channels all of their behavior. This concept of culture often seems to ignore the glories and accomplishments of the past and to deal with the trivialities of everyday life.

Others believe that culture revolves around an appreciation of works of art, not the humble artifacts, but rather the great monuments of art, literature, and philosophy.

The language teacher has a responsibility to teach both concepts of culture. The student needs both viewpoints to help him attain an understanding and appreciation of the country whose language he is studying. In evaluating his responsibility for teaching culture the teacher should keep foremost in his mind that the language he is teaching is an integral and basic part of both aspects of culture. His first and greatest responsibility is to teach the language. Once the student has fluency in the language everything he reads or hears will make some contribution to his understanding of the culture. The teacher will want to maintain a judicious balance between the two concepts of culture.

Summary

The overall goals in modern foreign language study are effective communication and cultural understanding. The specific goals are:

1. To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience;
2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience;
3. To read with direct understanding, without recourse to English translation, material on a general subject;
4. To write, using authentic patterns of the language;
5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system;
6. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied;
7. To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.);
8. To develop an understanding of the literary and cultural heritage of the people whose language is studied.[1]

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[1] *N.D.E.A. Title III Guidelines*, U. S. Office of Education, Washington, D. C., January, 1965, pp. 32-33.

CHAPTER II

BASIC PRINCIPLES

An Audio-Lingual Approach

There is no one rigidly prescribed method which qualifies as *the* audio-lingual approach, rather there are many audio-lingual approaches. All of them are based on the conviction that the four language skills are best achieved on a firm basis of the oral skills, and that the oral skills are best developed when taught first and to a great extent independently of the graphic skills. This does not mean there must necessarily be a long prereading phase; it means merely that the student meets new material aurally, thereby developing audio discrimination.

Sequence of Skills

The proper sequence for learning the four language skills is listening comprehension, speaking, reading, and writing. This does not mean that listening comprehension and speaking are intrinsically more important than reading and writing. It means only that the initial emphasis should be in the order given above.

Integration of Skills

While it is true that the oral skills could be learned without attention to graphic skills, each skill complements and strengthens the other three. A high degree of language competence will be achieved only through coordination and integration of all four skills.

Functional Learning

Language derives its meaning from the total situation and is learned easier when related to a realistic situation; therefore, the pupil will be given frequent opportunity to use the language in situations to which he can relate, which portray realistically the culture of the language studied.

Long Sequences

There is no quick easy road to language learning. The goal is a long sequence beginning in grade 3 or 4. For those schools unable to implement such an extended program at this time, a six-year sequence beginning in grade 7 is recommended. Four years is an absolute minimum for any program or individual. Wherever a language program begins, however, it should not terminate before grade 12.

Structure

The learning of grammar is not in itself a goal. Expressions and structure patterns of high frequency will be presented and drilled orally in meaningful sentences and dialogues until they have been mastered by the pupils to the point that they have become habitual and automatic. Grammatical explanations may be given before or after drills but should always be kept brief. Valuable class time should be used to give the student as much practice as possible in the language.

Use of Textbooks

An initial period of time during the first year should be devoted exclusively to audio-lingual training. During this period, the students will not have access to the text; however, the material from the text must be used during this period so that when reading and writing are begun, the students may work with the same material that they have learned audio-lingually. (For general considerations on "Homework," see Chapter VI, pages 33-35.)

Cultural Background

Learning about the country and the people whose language the pupils are studying is an integral part of the foreign language course. However, the systematic analytic study of culture should not be taken as a primary goal until the linguistic skills have been adequately learned. On the other hand, competence in these skills should be developed with material on the geography, history, economy and arts of the country and the way of life of its inhabitants. In selecting material and developing the program the teacher should keep in mind that his first responsibility is teaching the language.

Evaluation

Periodic and systematic testing is an integral part of the teaching process. It is axiomatic that whatever is taught must be tested. This means specifically that both oral skills must be tested in addition to the graphic skills.

Vocabulary

On the first level structure is emphasized. Vocabulary is limited to what is required for learning the basic structures. Once these are learned, vocabulary building in context begins.

The Use of English

The use of the foreign language should be emphasized. However, the deciding factor is effective and efficient teaching. Where a quick word in English will save considerable time and energy, English may be used. By the second level it should be possible to conduct work in the foreign language.

CHAPTER III
THE ROLE OF THE ADMINISTRATOR

The nature of the public school places the responsibility for the direction of its movement with the policymakers and administrators. The implementation and final results of its movement rest with the teacher. School board members, administrators and teachers all seek to provide effective and valuable learning experiences. Within this context falls the need for recognizing the role of foreign language instruction. The administrator will be called upon to make some basic decisions regarding the foreign language program. Here may be decided such questions as staff selection, course offerings, program length, pupil placement, and many others. These decisions will be made in the light of a commitment to the basic objectives and guiding principles of a foreign language program, as they relate to the total school program and as they may be integrated into the total school program. Such a commitment will translate these fundamentals in the local situation into a sound program worthy of respect, and without the need for continued defense.

Selection of Staff

The administrator is responsible for employing a teacher with language fluency and cultural understanding. In doing this he will find guidance in the state certification requirements, as set forth in "New Hampshire Regulations Governing the Certification of Professional School Personnel in the Public and Approved Private Schools." For the administrator without a foreign language background, the section of this guide entitled "The Professional Language Teacher" can also serve as a guideline for appraising an applicant. The cooperation and assistance of the language teachers and consultants in the school system and the Supervisor of Foreign Languages from the State Department of Education may be enlisted. The key to a successful program is an effective teacher. Finding and keeping this type of professional person is facilitated by an adequate income, sufficient tools to do the job well, and the confidence of the administration in his program.

Scheduling

Both administrators and teachers should aim for the effective use of time. The demands of the local situation will play an integral part in the school schedule. However, teachers should have enough time to properly utilize their equipment, to give assistance on an individual basis, and to prepare for class. Experimentation in longer or shorter time blocks should be encouraged.

In-Service Programs

The administrator will be concerned with the continued professional growth of his staff. In the larger schools with several foreign language instructors it is possible to organize workshops and study groups on a departmental basis. While this is not possible in schools with only one foreign language instructor, there are still many things which can be done. The teacher should be encouraged to belong to appropriate professional organizations, to subscribe to professional journals, to participate in in-service programs and to take additional training in his subject areas. Such encouragement may range from supplying information to assisting financially through funds available from the school district. Particular attention might be given to participation in N.D.E.A. institutes.

Curriculum Improvement

The most important part of an administrator's job must be improvement of instruction. It does not seem out of place to quote from a recent article on the role of the administrator as an educational leader.

> The good principal must often be dissatisfied with what is being done. At times he is sure to be frustrated. Ever critical of the status quo, he must welcome change—and yet, sometimes, he must courageously resist change. Consider six guidelines which will assist the principal to release the knowledge and energy of his faculty.
>
> 1. Teachers must first be aware of a need for change.
> 2. All who are concerned with the program should have a part in the planning.
> 3. All practices should be shown to be workable locally before being adopted as official practices.
> 4. Channels of communication should be maintained and used.
> 5. The improvement of instruction must be accomlished by changing teachers through an educational process.
> 6. Evaluation of the process of improvement should be made continuously.[1]

Selection of The Offering

Proper concern and thought must go into the selection of a language program for the local school. Foremost in the selection process ought to be the desire to provide students with a firm foundation in basic language skills and recognition of the value of foreign language study as part of the process of developing cultural understanding. There are many specific factors which may influence a given situation:

---

[1] Clayton E. Buell, "The Principal as Educational Leader of His School," *The Bulletin of The National Association of Secondary School Principals*, March, 1964, p. 144.

1. The individual needs and interests of students.
2. The languages most commonly taught in schools.
3. The widely publicized demand for more language specialists in a greater variety of languages.
4. Local interests and tradition.
5. The available resources of the given school district.

Length of The Language Program

In the following chapter of this guide there is a consideration of language scope and sequence. The administrator has to select a sequence which meets the needs of his program, adapts itself to his situation and resources, and provides effective instruction for his students. It is better to provide continuous sound instruction in one language than to provide a variety of languages taught inadequately. There is also a need to remain aware of current developments and long-range possibilities in order to develop a comprehensive long-range plan for expanded foreign language instruction.

Pupil Placement

Pupil placement must necessarily remain a matter of local policy. The guidance counselor will play an important role in student and school decisions. Those with a particular aptitude or interest or those who are preparing for college ought to be encouraged to continue in a long sequence of foreign language instruction. The counselor should provide students and their parents with a complete picture of the demands and possible results of a given language sequence. Following the initial exposure to foreign language study, the student and the counselor should review the student's current educational objectives and his success or difficulty in language study as a basis for future decision.

CHAPTER IV

SCOPE AND SEQUENCE

Two basic considerations in the planning of a foreign language program are scope and sequence. The scope is indicated by a clear definition of objectives and content. The sequence is the orderly succession of levels of study. The term level is used to define certain points of achievement in the sequence of learning. The introduction of this term has been necessary because it has become impossible to compare different programs by referring to years of study.

Wherever foreign language learning begins, the development of the four basic skills (listening comprehension, speaking, reading and writing) should be looked upon as a continuous process. The pupil who has had an opportunity to begin FL learning at an early age should also be given the opportunity to continue this study in an uninterrupted sequence through grade 12. Language learning should not be interrupted throughout the formal school experience.

SCOPE

Level I

In considering the descriptions of the various levels[1], it must be noted that the FLES program cannot be directly equated with Level I. An expansion of FLES at the junior high school may result in completion of Level I, and again, this may not be accomplished until some time in the ninth grade. A great deal depends upon the student's ability and willingness, as well as time allotted to FL study. The emphasis in FLES is on the maximum development of the new sound system with complete mastery and understanding of material presented. Level I competence requires this achievement as well as the ability of the student to read what he has learned to say, write the same material from dictation, and to do a variety of exercises involving number, gender, interrogation, negation, command, request, word order, tense replacement, comparison or possession.

Instructional time may follow this pattern:

Listening	50 percent
Speaking	30 percent
Reading	15 percent
Writing	5 percent

Regardless of where Level I begins, the student must be helped to realize that what he is learning is not a new way to express English, but a medium for expressing ideas which also may be different from related ideas in English.

Level II

Level II is a review and expansion of Level I with continued audio-lingual mastery of the content of more complex and varied dialogue, followed by reading and controlled writing. The student should be able to write all that he can say. He should be able to read easy selections of cultural and literary prose, and take part in simple discussions of what he has read.

Instructional time may follow this pattern:

Listening	30 percent
Speaking	20 percent
Reading	40 percent
Writing	10 percent

Level III

Level III classes may be conducted entirely in the foreign language without recourse to English for explanations of grammar or style. The student is able to comprehend the oral presentation of a variety of texts. He can also read and discuss literary works and write acceptable paragraphs about what he reads by taking structures from the text and using them with minor changes. At this level an interested student may be allowed to add the study of another language, while continuing to study the first foreign language.

Instructional time may follow this pattern:

Listening	20 percent
Speaking	20 percent
Reading	40 percent
Writing	20 percent

Level IV

A Level IV student continues to perfect all four language skills. The course content may be broadened to include material from the areas of science, social studies and current events. Correspondence and interviews with speakers of the foreign language will provide more material of contemporary interest. The student should be able to write a summary of, or comments on, any reading assignment. He can converse about experiences and reading assignments.

Levels V and VI

Levels V and VI students are in sufficient control of the language to be able to profit from an alternating schedule. These students will be doing a variety of reading and writing assignments. They should have an opportunity to see and discuss foreign films and plays.

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[1] Time distributions are taken from Nelson Brooks' *Language and Language Learning: Theory and Practice* (New York: Harcourt, Brace and World, Inc., 1960), pp. 110-135; and content descriptions from the Second Edition of the same book 1964, pp. 123-124.

Those who are college-bound should be guided for advanced placement. Those students who are most proficient should have the opportunity for foreign travel and should be counselled toward vocational use of their knowledge and skill.

The assignment of Levels on this chart is not arbitrary. As with other areas, the teacher will have to review and then continue the sequence of teaching and learning from the point the students have achieved. Good liaison among teachers will result in an integrated program.

Grade	Level Stream A	Level Stream B	Level Stream C
4-6	I		
7-8	II	I	
9	III	II	I
10	IV	III	II
11	V	IV	III
12	VI	V	IV

A coordinator, or language department director, should be employed to insure an effective program. It would be this person's responsibility to keep teachers at all levels informed of developments and of student progress through the sequence, and to help resolve problems which might be encountered.

SEQUENCE

In planning the sequence three streams must be considered: Stream A, representing six levels of study in grades 4-12; Stream B, five levels of study in grades 7-12; Stream C, four levels of study in grades 9-12.

Stream A

As early as December 18, 1959, Commissioner Charles F. Ritch, Jr. supported the implementation of FLES in New Hampshire in these terms:

> The State Board of Education is interested in encouraging the teaching of foreign languages in the public schools of our state. The Board feels that where practicable such instruction should begin in the early years of the elementary school experience.

This recommendation is strengthened by the findings of psychologists. There is every indication that a child should begin the study of a second language before the ages of ten or twelve, that is before the junior high school years.

As a result of experiments made in the field of neurology, Dr. Wilder Penfield points out:

> Before the child begins to speak and to perceive, the uncommitted cortex is a blank slate on which nothing has been written. In the ensuing years much is written, and the writing is never erased. After the age of ten or twelve, the general functional connections have been established and fixed for the speech cortex. After that, the speech center cannot be transferred to the cortex of the lesser side, which is then fully occupied with the business of perception. The brain of the twelve-year-old, you may say, is prepared for rapid expansion of the vocabulary of the mother tongue and of the other languages he may have heard in the formative period. If he has heard these other languages, he has developed also a remarkable switch mechanism that enables him to turn from one language to another without confusion, without translation, without a mother-tongue accent.[2]

Therefore, it is strongly recommended that the study of a second language be made a basic part of the elementary school curriculum beginning in grade 4 or earlier in bilingual situations. Contrary to the misconception shared by many Americans up to this day, a foreign language is not mastered in two, three, or four years. Rather, it is a process that should begin in childhood and continue through adulthood.

Since speech is basically habit, developed through repetition, the foreign language should be part of the *daily* experience of the student. In grades 4-6, fifteen or twenty-minute lessons with a variety of audio-lingual activities are rewarding. Longer periods are not advisable because of fatigue and loss of attention. Less frequent exposure results in incomplete learning, inability to handle more advanced material and dissatisfaction on the part of the pupil. Scheduling daily foreign language lessons is of prime importance in attaining the goals of good language learning and of fostering and maintaining pupil interest and satisfaction.

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[2] Wilder Penfield, M.D., "The Uncommitted Cortex, The Child's Changing Brain," *The Atlantic Monthly*, July, 1964, pp. 77-81.

All children in grades 4-6, regardless of ability, should participate in the FLES program. It has been found that the successful audio-lingual learning of a second language is not always directly related to I.Q. scores, and all children should have the opportunity to learn of a foreign culture in the language of that culture. However, some selection or grouping should be made at grade 7 where the less able student will encounter reading and writing difficulties.

In grades 7 and 8, the daily foreign language period should be at least 25-30 minutes. This can be offered through a variety of scheduling devices. Two suggestions are: 1) one-half the regular 55-minute period for the foreign language, the other half for a study period with the foreign language teacher as monitor; 2) one-half the regular period for one foreign language lesson, then classes passing to and from a study hall, and another section having its foreign language lesson for the last half of the period. When possible, a full period of foreign language for the more able eighth grade students is advisable.

In the ninth and tenth grades, a daily 55-minute foreign language period should be offered. However, an alternate to daily classes is possible in the eleventh and twelfth grades. Classes meeting on an every-other-day basis are possible for these advanced students who would be involved in second language literature study with extensive reading and writing assignments. Such an arrangement would also permit interested and capable students to pursue the study of a second foreign language while continuing with the first through grade 12.

This program of foreign language study will lead to a high level of achievement which will enable the student to use his knowledge and skill in obtaining a job, in continuing more advanced language study in college or in undertaking the study of a new foreign language.

Stream B

In considering Stream B, it must be remembered that the child is now past the age of easy mimicry. The new sound system of a foreign language will be more difficult to master and prove an embarrassment to many.

In the junior high school, the seventh grade can be considered the proving ground with all students exposed to the culture and language of another country. In grade 8, the offering may be limited to those who show an aptitude and interest. The same scheduling as described for Stream A may apply to Stream B.

The high school sequence should consist of daily 55-minute classes for grades 9-11 with the option of the alternating schedule (Stream A, grades 11-12) for grade 12. The teacher's evaluation of the ability and level of achievement of the students should be considered in this decision.

Students entering high school with previous foreign language study should be grouped separately from those who will be beginning a foreign language at this point in their education. The student who has experienced the early foreign language training has gained control of the sound system of the foreign language. It is unfair to ask a beginner to compete with this student. It can only result in early embarrassment and frustration on the part of the new student, which could lead to a lasting dislike for foreign language study.

Stream C

The least desirable of these sequences is Stream C. It tries to compress into four years the learning which is done more effectively in nine or even six years. A full four-year scheduling of 55-minute daily classes is required in order to obtain satisfactory results. Seldom will the audio-lingual achievement of these students equal that of students with a longer sequence of study.

CHAPTER V

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

FLES is an abbreviation for Foreign Languages in the Elementary School. This does not mean, however, that the program terminates in grade six. The elementary program should be completely coordinated with both the junior and senior high school programs. FLES implies continued instruction from the beginning point through grade twelve in the senior high school. It is only by continuity that a successful program can be assured.

The attainment of competence in the audio-lingual skills as well as in reading and writing demands a great deal of time and practice. Consequently, more time must be devoted to language learning. There are also other factors which favor beginning a foreign language at an early age.

Younger children are better able to imitate and reproduce new sounds than older learners are. They are more interested and less inhibited than adolescents. There are doubtless deep psychological reasons to explain the young child's relative ease in learning the oral skills.[1] A young child is less analytical in his approach to learning than an adolescent. Children at an early age do not resist drill which is so necessary for the attainment of language habits.

The learning of one foreign language over a long period of time prepares the student psychologically for the successful learning of another foreign language at a later date.

THE FLES PROGRAM

The foreign language should be introduced in grade 3 or 4. A third or fourth grader is still young enough to imitate accurately and with pleasure. He enjoys performing in front of his peers. At the same time, by grade 3, he already has a good basic command of his native tongue.

The FLES program accepts that a pupil has made satisfactory progress if by grade 6 he has gained control of the sound system to the extent that he can understand the stream of speech within a limited vocabulary, at a normal rate of speed, on subjects covered in the FLES program; and if he can achieve a readily understandable production of the foreign language, again within a limited vocabulary and range of structures on the subjects covered in his program.

The role of the FLES teacher who guides this new behavior cannot be overemphasized. She must serve as an excellent model whom the student can imitate, and must supply motivation, stimulation and immediate correction of errors.

Classes should meet daily for a period of 15-25 minutes in grades 3-6. Seventh and eighth grade classes should meet *daily* for 25-50 minutes. Because to a great extent language learning means developing skills, *daily exposure* is of the utmost importance, particularly in the early stages. Provision should be made for periodic measurement of student achievement.

The program should be under the direction of a foreign language coordinator who is responsible for grades three through twelve. In large city systems the coordinator needs assistants in supervising the program.

It will be noticed that in the practices described above, the ultimate goal is proficiency in the use of the foreign language. Language learning takes place from the first day the child enters the FLES program. The ultimate goal is proficiency in all four skills upon termination of the program. However, administrators, teachers, and parents should not expect the accomplishment of these goals at the end of grade 6.

Initiating An Ideal Program

Many FLES programs have started through community interest. Community interest should be considered, but before a program is initiated, it must have the support of the school administration and be placed under the direction of a qualified foreign language specialist. Adequate budgetary provisions must be made for the articulated program.

Choice of Language

In selecting a language the following points should be evaluated:

- The availability of capable well-qualified teachers.
- Provision for continuity in the secondary schools.
- The interest of the community.

Teaching Load

The teaching load of FLES teachers must be established in accordance with the time allotment for each class and the number of schools served by the teacher. A reasonable assignment would be 11 or 12 sections at fifteen minutes each. If the teacher serves more than one building, he should be assigned fewer sections in order to compensate for needed travel time. Classroom teachers teaching FLES in more than one grade will need to exchange other assignments.

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[1] State of Indiana Department of Public Instruction, Bulletin No. 305, *Foreign Languages in the Elementary School,* p. 15: "As early as 1953, Dr. Wilder Penfield, Director of the Montreal Neurological Institute stated: 'Physiological evolution causes the brain to specialize in the learning of language before the ages of 10 to 14. After that, gradually and inevitably, it seems to become soon senescent.' "

Scheduling

If the language is begun simultaneously in several grades, as the students reach each subsequent grade the course of study will have to be changed because of longer preparation. If the language is begun in one grade only, problems of course content and material will be simplified. On the other hand if the program is begun, for instance, in the third, fourth and fifth grades simultaneously the teachers in grades four and five will gain valuable experience from working with the first year material before handling second and third year. The extra "first" years will be eliminated as the students move up each year. Provision should be made for a dual track when FLES graduates reach the secondary school. Students having had FLES background should be kept in a separate track and not be placed in classes with students who have not had the elementary background. Materials used in the two tracks should be different. Below is an outline of an ideal dual-track set-up.

In grade 9 there is a dual-track. "C" stands for "Continuing." In these classes, all students have had a foreign language since grade 3. The designation "B" represents classes made up of students "Beginning" the foreign language in grade 9.

Grades	TRACK I Elementary School	TRACK II
3-6	15-20 minutes instruction *daily*	
7-8	5 periods per week, 25-50 minutes each	*
9	Foreign Language IC (5 periods, 50 minutes each)	Foreign Language IB (5 periods per week, 50 minutes each)
10	Foreign Language IIC	Foreign Language IIB
11	Foreign Language IIIC	Foreign Language IIIB
12	Foreign Language IVC	Foreign Language IVB

* For a comparison and description of Stream B (grades 7-12), refer to Chapter IV on "Scope and Sequence," pages 8 and 9.

Selection

At some point there will be a selection of students who will continue with the foreign language. Selection may be made at the end of grade six. This does not mean, however, that only the gifted or academically talented students should be allowed to continue.

Slower students do benefit from language study. An ideal solution would be not selection, but homogeneous grouping. Where conditions permit, different tracks should be established for different levels of ability. Where multiple tracks are not possible those who have not demonstrated ability in the foreign language should be eliminated at the latest by grade 9.

When the program is first initiated, there should be a meeting with the elementary classroom teachers and administrators to explain to them the objectives of the program and the methods to be used. Parents should also be made aware of the objectives and methods.

The FLES Teacher

The FLES teacher should be trained in child growth and development as well as in an audio-lingual approach to teaching a foreign language to elementary school children. He should have a native or near native accent and reflect an interest in the culture of the countries where the language is spoken.

Even when the FLES teacher is a traveling specialist he should be considered a member of the elementary school staff. It is important that he develop good rapport with the regular elementary classroom teachers and inform them of the goals he is trying to attain. The attitude of the regular classroom teacher toward the program has an important effect on the attitude of the students. The FLES teacher should help in preparing assembly programs that deal with the country of the language being taught and should help set up bulletin boards or display cases as are prepared for other areas of the elementary school curriculum.

The Coordinator

The coordinator should be responsible for the entire program from grades 3 through 12. In order that the coordinator can advise the teachers as to the best methods to be used, he should occasionally take over classes at each level to keep aware of the teaching problems involved. In return, the teachers should follow the suggestions of the coordinator, as it is he who is aware of what is taking place at each level. Teachers at all levels above the elementary will have to adapt as pupils come to them with more preparation.

Teachers within the language department should be encouraged to observe one another to share ideas. Because language is cumulative, teachers should also observe what is being done at other levels that they do not actually teach.

Consultant assistance may be obtained from the State Department of Education, textbook publishers and television program producers, and successful foreign language teachers in the area.

Materials

Progress has been made in the development of effective teaching materials for the FLES classes. Needless to say, the materials used should be adapted to the age, interests, and experience of the child. A variety of presentation should be included within each unit. Although the dialogue still plays an important role because of its dramatic appeal, it is only one of the media through which the language is presented. Since much conversation consists of talking about situations, pupils should have experience with short narratives.

Vocabulary should be presented before it is used in a new unit. In order that the pupil may learn to make structural changes, the text must include pattern drills. Since grammatical explanations are of little value in FLES programs the drills should teach the concept.

For example, in a Spanish drill dealing with the definite article only "o" and "a" nouns should be presented at first so that the child can hear that "el" accompanies a word ending in "o" and "la" accompanies a word ending in "a." The same is true when number agreement is presented. Only regular "o" and "a" nouns and adjectives should be used. Thus the student is actually made aware of what he is doing. To introduce simultaneously nouns or adjectives ending in "e" or a consonant would turn the drill into a memorization activity, rather than one in which a linguistic concept is being taught. The same is true of the French drill on agreement. At first, adjectives which have no sound change can be presented. Next, adjectives such as "*verte,*" "*vert,*" "*grise*" and "*gris*" should be presented. Again, the student learns that with the "le" nouns the final sound changes. He can hear the change and consequently no further explanation is needed. According to Robert L. Politzer in his book, *Teaching French: An Introduction to Applied Linguistics,* the student must not only learn a construction—he must also realize how this construction is made up, how it comes apart, and how some of the building stones can be replaced by others.

The dialogue or narrative should be short and should contain points of structure that are to be drilled in the unit. Structural points such as *je voudrais, quisiera* or *ich möchte,* for which the student is not ready should be dealt with as lexical items or idiomatic expressions.

Audio-Visual Aids

Audio-visual aids play an important part in any FLES program. Pictures should be used to present new vocabulary. There should also be a picture or series of pictures to present the situation in the dialogue. Once the dialogue has been memorized the children can discuss the illustration. The pictures should illustrate exactly what the child is repeating.

Because of the limited amount of time available for each class session, there is no time to set up elaborate equipment. This curtails the value of many mechanized aids. FLES materials should be structured in such a way that one lesson builds on another, and there is true articulation from one level to the next. Structures and vocabulary learned in Unit III can easily be recalled in Unit V. Good units employ the principle of re-entry of structures and vocabulary at carefully planned intervals.

Methods

The first 2½ years (beginning in grade 3) should be devoted to teaching the listening-speaking skills with no attention given to reading and writing.

This necessitates much repetition and drill at a normal rate of speed. A great variety of activity will be required so that boredom is avoided. For this, the major responsibility is in the hands of the teacher.

In each class period, there should be a balance between choral repetition and individual response. When pattern drills are presented, the teacher should not continually have to feed the response to the child. When presenting first conjugation verbs, for example, the teacher should drill several model verbs as the class repeats in unison. Once the students seem to have grasped the point, individuals should be called upon to answer questions using the models that have just been drilled. Then questions containing other regular first conjugation verbs that have not been drilled should be asked. If students understand the concept they will be able to handle new verbs without difficulty. If the teacher finds that the students are still making errors, he should return to the drill of the model verbs until the concept is understood rather than prompt the pupil. If only an occasional pupil makes an error or does not respond at all, the teacher should go on to the next pupil, then return to the pupil who failed to respond correctly.

When children present a dialogue they should be encouraged to act it out in a realistic way. If a line calls for a particular action, the child should perform it. Gesture and language are integral parts of communication.

The teacher should circulate around the room to check that the pupils are pronouncing correctly. When a child mispronounces the teacher should present a correct model and call for a repetition.

Activities in the elementary classroom should be changed frequently. In each period there should be some dialogue or narrative practice followed by both structure and question-answer drill.

a. Reading

Reading is usually introduced in the third year of a FLES program. The reading program should be very carefully developed. First, the graphic representation of sounds that present little difficulty should be presented. As the written symbol for each sound is presented, students should be given a list of previously learned words that contain the particular sound. Next, the students should read narratives that are a re-combination of all the material learned in the previous 2½ years.

It is important to note that when the reading skills are being presented, the audio-lingual skills should not be neglected. There should be a balance between reading and further development of the audio-lingual skills. Reading should serve to reinforce the spoken language.

b. Writing

Writing should be introduced the third year in a limited way and in conjunction with reading. Students should copy dialogues that they have already learned to read. They should also learn to write the sounds of the language such as *ca, que, qui, co, cu* in Spanish, or *ez, er, é,* in French and words taken from previously learned material that contain these sounds. (Northeast Conference Report, 1964)

THE USE OF TELEVISION FOR FLES

Viewing

Each separate class should view the lessons and participate in them in its regular classroom. A portable set wheeled to the room where needed lowers the total cost for this feature. Where two sections must view one set, there will be lessened effectiveness. Twenty students with their teacher form a good learning situation in which to have real give-and-take, with the television teacher almost stepping into the classroom. A school truly interested in its program will not try to squeeze too many children in front of the set any more than it would hope for three or more children to read effectively from the same book at the same time.

Warm-Up

The teacher will aim always at the smoothest possible transition from classroom to television scene and back again. The stage should be set for the new television lesson by a warm-up. Children should be in their places for viewing several minutes in advance of the program time. With the picture on but the volume turned down, the class can warm up with class singing, doing a counting game, exchanging greetings, or otherwise participating in an activity that contributes to a foreign language atmosphere. This is also the time for telling the children what the coming lesson holds in store. By a brief commentary, by a paraphrase, by a cultural reference ("the week begins with Monday"); by a stimulus, "See if you can find out . . .", "Watch out for . . .", the children are led into the television lesson, into the new language.

Participation

A good television program is so designed that the visual advantages which it possesses do not wrongly exploit the essential oral communication nature of language. We and the children can not remain viewers only. We must listen to and talk with each other, not only with questions and answers, but with all the speech forms that make up natural human speech. It is the television lesson which each time initiates this essential communication function, recalls its substance from the last viewing, reinforced by an intervening follow-up. Only the classroom teacher can see that communication between child and television teacher actually does take place.

The teacher's role during television viewing is to see that it is more, much more, than mere viewing: acting as a sort of cheerleader, he elicits, establishes a rhythm for, and tacitly commends, good choral response. Teachers will find this leading impossible without simple hand signals, such as fingers pointing to ears to mean listen only, sharp up-lift of hands to signal repetition after the model, palm of hand held up and turned toward class to stop a too hasty response, finger to lips, and other common-sense, consistent gestures that will not interrupt the flow of communication between television and child, but that will keep responses in good tempo, and match well what is done during the follow-up. The instructor will need to stand just beside the television set so that both he and the television teacher can be seen at once.

The teacher is aware that the package program provided by television is pre-timed, which makes several procedures mandatory. If more repetition is needed, it will have to wait; if there are interruptions, something is lost; various sorts of flexibility, of catering to individual differences, of adjusting the presentation to the child will have to wait for the follow-up. If discipline should be worse than a straying eye or a restive wiggle, it may be effective to turn back volume control on the television for a moment. This establishes that the lesson is a privilege deserving the children's best attention.[2]

Good listening and looking habits will need to be established from the beginning and insisted upon at all levels if the program is to succeed. With television as part-time teacher this is particularly true, since the young child's rapport with a machine is certainly not that of an older person's. It must be recalled that the novelty of learning via new media for adults (who may pre-date the invention of the machines, let alone their debut in the classroom) is minimal for the child who has grown up with them. The classroom teacher will help the pupil personalize this portion of the learning experience.

Classroom Follow-Up

It is highly desirable that time be found in the schedule for at least two, preferably three, 15-20 minute follow-up sessions on days other than the television lessons. Spaced short periods of practice have a proven advantage over rarer and longer sessions at any beginning stage of language learning, and the age of the FLES children adds the additional question of attention span. An hour a week, divided into two television sessions and two follow-up lessons, each fifteen minutes long, should be considered minimal. Such follow-up work will need to be intensive, particularly if classes run larger than twenty children each.

If large-group viewing of television is necessary, follow-ups should divide the children into their usual homeroom groups, or smaller sections if possible. Small group and individual work can be done only in follow-ups, since choral response is the rule of the day for television participation. The importance of maintaining practice in the language cannot be overestimated; while no one lesson will make or break the child's performance, even, spaced, repetitive contact will be a strong factor in his success. Therefore, if vacation schedules do not coincide with television schedules or if the set does not work, such hindrances should not be regarded as providential intent that language is out for the day. Recordings can be used and should be in readiness; or the teacher, if qualified, can supply the presentation. Even large-group work can be done with songs and counting games and presentation of well-learned dialogues by individual children; on occasion a change like this can be beneficial.

Follow-up in the classroom may also be of incidental nature. If the classroom teacher does the follow-up, many occasions during the day will lend themselves to a minute or two of French. The children should be encouraged to take their French outside the classroom. Specific directives may need to be given since a foreign language may seem restricted to the school situation for many children in present-day American society. A parallel television program for adults as a refresher course would probably help many parents' sincere desire to enter into this new experience with their children.

At the beginning of a first-year program the boys and girls may be told to say hello to their mother and father in French that evening, to say goodbye in French the next morning as they leave for school, to sing a lullabye to some baby or small child, to play a game on the playground using French numbers, or pick a French counting-out rhyme to decide who will be "it." On the next day the teacher should ask for a show of hands from those who remembered the assignment.

It is highly desirable to plan coordination of French with the music, art or social studies program in the elementary curriculum. Television workshop lessons will be helpful in details for doing this.

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[2] Here it may be observed that television non-viewing as practiced in many homes from the child's infancy (the set left on as background whether anyone is looking or listening or not) is poor preparation for educational television, especially language learning. Inattention has inadvertently been conditioned.

Television Follow-Up Methodology

The special methodology of classroom practice is essentially the same body of know-how, art, skill and instinct that composes any good FLES program. Sources for its acquisition are manifold. The main difference for our televised program is that the follow-up teacher can assume that a professionally-prepared presentation has been made via television.

The classroom instructor, then, will refer to the television lesson, tacitly or overtly, will offer again sometimes with an almost identical presentation, sometimes with a variation, the language-and-situation units of the television lesson. Most manuals will be quite explicit about the segments of the immediately preceding lesson which should be used, in what order, and with what particular review of slightly older lessons. If the teacher does not follow such an outline exactly, a good procedure is always to cover the new item first, the current dialogue, whether old or new, and plan then for one or two additional activities to give a change of pace as well as to provide sufficient practice. Thus a well-balanced lesson will probably include most of the following: an introductory warm-up, a dialogue, a language pattern activity, and perhaps a related song or game.

The use of props is important for an effective follow-up, though perhaps less essential than if presentation had been a teacher responsibility from the outset. Props can now be suggestive; substitutes are tolerated by the imaginative child who knows the original fully-costumed or equipped situation on television, and who has made the meaning-association. Props are not only significant for their associative and fun-value to the child, but as cues in drill (a child gives a package to a classmate, who says, *"C'est pour moi?"*; *"Oui, c'est pour toi . . ."*) The handling of the prop becomes the prompting, the stimulus for a chaindrill, as the recipient of the package becomes the questioner of the next child (*. . . ça vient d'Amérique?*). Or various real or pictured props are the substitution items in a more formal pattern practice: Frame: *"Je voudrais* ————." (Pictures held up—*une bicyclette, une balle, une poupée . . .*)

Children may also draw the items needed to talk about, the colors used, the numerals indicated, or use workbooks that parallel the television lessons, and which can be colored and further used for manipulation of the language forms. Maintenance of a FLES box of props to duplicate somewhat those used on television can lead also to much incidental and impromptu switching to French at odd moments during the day. The French item becomes the signal to enter the new language system. Color cards are helpful when the televised lessons call for actual colors to make the associations on the black-and-white screen.

However fine the television set and the program it furnishes, however elegant the props, and however plentiful the workbooks, the core of the FLES program is still the ability of the teacher to manipulate a controlled group of language forms to secure their accurate, meaningful, flexible use by the children.

A teacher's ability to handle FLES television follow-up has been found to depend more on his quality of interest and enthusiasm than on any other one factor, even prior preparation in the language.

What are the language-teaching techniques that the teacher will want to control? They are in essence the same ones that the television teacher uses, but since art all too often conceals art, these techniques will need to be isolated and discussed in more detail.

a. Perception and Imitation

The teacher will need to learn how to develop the child's perception, or listening comprehension, and to secure his imitation of what he hears. The television lesson will have started the learning process, but many more chances to listen and to speak will be needed before it will be apparent that he has learned anything, in the sense of retention and spontaneous utterance. It has been suggested that we regard each exposure to a language pattern as one mere trace in a long continuum leading from no experience to final control of the particular expression.[3]

Quite a number of repetitions will be needed before there is even any sign that learning is beginning. It is about at this stage that the teacher finds the child the day after the television lesson: he remembers the situation well, and can often give surprising details in an English paraphrase; when he hears the accompanying French again, he will often nod. The new FLES teacher may expect recall after too limited an exposure. Many repetitions are needed. This is normal.

The child's attention has been activity-centered as he joined in the television lesson: He pretended to catch each balloon that the television teacher threw out to the audience, and called the numbers painted thereon, he claimed the lost dog as his; yes, indeed, he asked the wolf in the song if he was ready to pounce; he joined in a game of hide-the-handkerchief. He went along with the expressions that clothed these activities; but to the extent that segments were new, he now recalls only what happened, who did what—activity and content. The follow-up will have to restore the situation, reclothe the action in its foreign language forms.

Models for imitation will need to be carefully given. The teacher will practice these, relying on a supervisor for correction, and on comparision with teacher practice recordings. Teacher and children together may depend frequently in class on student practice recordings, the teacher calling for the imitation, guiding it, encouraging it, while at the same time the confidence of the instructor is increased.

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[3] Lado, Robert, *Language Learning, A Scientific Approach*. New York: McGraw-Hill, 1964.

A child was once heard to repeat—by actual count of a doting relative—the word "hat" 200 times. Dr. Twaddell suggests (Speech, St. Anselm's AATF, November, 1964), that learning of the native language does not proceed fast, miraculously, and economically; it is laborious. *Second* language learning can proceed more efficiently than first language learning.

b. Response

The teacher who can control the imitation technique can also learn to use with ease the response technique. Here the child is one step closer to independence. The model is given in a stimulus-response situation such as:

(Statement) *Voilà du café au lait, du pain, du beurre . . .*

(Rejoinder) *Oh là là! Mais je n'ai pas faim, moi.* The child's *Oh, là là, etc.* is learned by imitation with appropriate gesture: model, imitation, model, imitation. Then the model is withdrawn and response triggered by the stimulus. At this stage, reversal of roles from Teacher-Pupil to Pupil-Teacher is useful, from one side of the class to the other, from boys to girls.

This two-step process is inherent in all dialogue learning, whether the students learn the parts of one speaker only or both parts from the outset. It is perhaps best policy to limit imitation and repetition in the beginning to a single role, depending on its basic verisimilitude, teacher taking adult role and children the child's part. Very effectively in some dialogues, the parts can be learned from the start by the boys in the masculine roles and the girls in the feminine roles. Decisions of this sort preserve the essential dialogue nature of the interchange from the very beginning, lifting it from the running narrative produced by the child's imitation of both parts line after line. The television lessons themselves will sometimes have already instigated the learning of one part only or some other practical arrangement. Certainly one advantage of television presentation is its facile ability to keep the dramatic dialogue nature of the conversations intact, preserving clarity of change of speaker.

In teaching imitation-response through activities, the teacher will need to continue careful listening-before-speaking. With gesture, with verbal signals, *écoutez, répétez, répondez, dites-moi cela, demandez-moi cela, demandez à . . . etc.*, he assures adequate practice, in an informal, enjoyable, but never a haphazard fashion.

c. Variation

Variation is built into many of the television activities, continued use of these activities in follow-up will ensure attention to this intermediate step along the way to independent speaking skill. The child learns first, for instance, *Je ferme la porte.* This structure is varied with new vocabulary items: *la fenêtre, la boîte, le livre* or by *J'ouvre . . . etc.* He transforms the command, *Ferme . . !* (*la porte*) to *Je ferme* while suiting the action to the word.

But not all variation practice is so kinesthetic! The child chooses what he would like for Christmas when shown pictures of the toys themselves; later he does this from memory. He tells when he eats which meal and what he chooses for his menu; he locates French towns, cities, rivers on a map, all with variation activities.

d. Selection

Selection is the most advanced stage of speaker control in the communication process. Even when we use play activities in the earliest stages, we may be guiding the child in experiences leading to selection, as when we play "interviewing" for name, age, number of brothers and sisters, kind of pet, favorite sport, and so on. We hope that his concentration on the information that is personal and vital to him will permit him, prepared by habit formation (via imitation, response, variation), to cast his brief messages in authentic French forms, in authentic modes of pronunciation—but if not, we continue to help him while we appreciate and comment on the content of his answers.

At this stage it may often be necessary, because of the imperfectness, hesitancy or other flaw in the expression form of the child's particular utterance, to return to imitation/response stages, asking for choral response from the group. The child usually likes to have his own personal message used for group practice; then he can try again, and the selection activity continues.

It should be recognized that the selection stage is the one most nearly approaching free "conversation," a term often applied inaccurately to all that we do in a modern audio-lingual FLES program. Conversation is certainly one end-product of successful audio-lingual teaching, but the teacher's experience will soon bear out that there is many a step before the child walks alone in the new language.

Selection, so that he can think in French—or better still speak without conscious thinking—will come after much practice of the basic structures in meaningful experiences. This practice will be our main emphasis in the follow-up sessions, for conversation is essentially the selection of variation forms of well-learned patterns. It must await the almost automatic use of these patterns at every stage, enhanced by a growing vocabulary. We can expect selection to be greatly speeded up at the reading stage when a growing vocabulary is demanded as well as facilitated by the development of the visual skill.

e. Rote Learning

Televised presentation practically takes care of the entire job of teaching a song, or teaching numbers. Musical activities, counting games, ordinal and cardinal numbers and other rote type learning can probably be played down in the classroom. The beginning teacher should not allow an undue emphasis on these features to detract from the essential focus on dialogue and language activity aspects of the lesson plan.

f. Reading

Television Teaching in FLES comes into its own in the teaching of reading, that is, in the relating of sound with symbol. Some of the "now you see it, now you don't" techniques of film, and the use of flow-on sentences provide readily and with interest what would be difficult, time-consuming, and probably too expensive to simulate as effectively by the specialist alone. In the reading phase via television, the pre-timing of presentation can be reassuring to the teacher, and assure him of measured increments of progress.

Evaluation

We will want to evaluate the accomplishments of our FLES learners, whether such evaluation is used for individual grading or not. There is much to be said in favor of grading FLES like any other area of the elementary program; such grading does not have to be in terms of traditional marks, but may take the form of a checklist for such classroom attitudes as attentiveness, enthusiasm, willingness to participate; and such language-learning traits as the ability to hear and reproduce the new sounds, to perceive and follow language patterns by analogy, and to retain learned material.

Evaluation in oral production is difficult. Most teachers will find that day-to-day observations of speaking ability will constitute the greater part of the oral evaluation. Listening comprehension can be tested in several ways: (1) True-False tests, having to do with the classroom situation at the time; (2) Multiple choice of a rejoinder; (3) Matching sentences. Many language comprehension tests are based on pictures and involve matching sentences with the best illustration.

Commercial programs have done much research on FLES testing and provide tests which teachers at each level will profit from using. Not only will they secure helpful information on each child's progress, complementing daily classroom observation of skills, but the results will be helpful in assessing the total program. Scores on listening tests and other criteria, in ascertaining who should continue French after the FLES program sectioning or dropping of children from the program in the third year, should also use the listening comprehension determiner. Both televised and independent FLES programs need better standardized oral testing instruments. However, the FLES follow-up teacher can rely on considerable correlation between listening-comprehension and future success in study of the language.

A CHECKLIST FOR THE FLES TEACHER[4]

1. Is the class conducted mainly in the foreign language?
2. Do the children speak nearly as much as the teacher in the beginning classes, and more frequently than the teacher in the advanced ones?
3. When new material is being learned, is an adequate amount of choral repetition used before individual response?
4. Is there sufficient repetition to assure retention?
5. Are the lessons reviewed regularly until the children have achieved automatic response?
6. Are the techniques for repetition and review sufficiently varied to keep the children's interest?
7. Is each child's pronunciation carefully verified and promptly corrected?
8. Is there provision in the course of study for proper progression in learning?
9. Are the lessons based on experiences typical of the children's age.
10. Are the lessons and the language culturally authentic?
11. Are the foreign language lessons presented as a normal part of the school curriculum rather than as a game or a puzzle?
12. Is use made of opportunities during the school day to speak the foreign language with the children in natural situations?

A CHECKLIST FOR THE ADMINISTRATOR PLANNING A FLES PROGRAM[5]

1. Is the foreign language program continuous from its inception through high school, so that the children can gain mastery of the language?
2. Is the FLES program an integral part of the school day and of the school curriculum?
3. Does the school system provide for adequate foreign language instruction? Are the work loads assigned to the FLES specialist teacher realistic? Has proper provision for supervision been made?
4. Have plans been made for continuing the program as it is expanded to include (a) subsequent beginning classes and (b) advanced classes?
5. Has a detailed course of study been adopted?
6. Do teachers have at their disposal the necessary equipment and materials?
7. Does the program you have chosen make provision for systematic evaluation?
8. Has the entire teaching staff been informed of the reasons for adding the FLES program to the curriculum?
9. Has the community likewise been informed of the purposes of this program?
10. Are there community resources which will contribute to the success of your program?
11. If you have a television program have you made provisions for the supervision, direction, and improvement of classroom teachers who will be conducting follow-up?
12. Have you considered enlisting the services of local and state foreign language experts to provide counsel and in-service training?
13. Have you looked into the availability of financial help, such as Title III, N.D.E.A., State Department of Education?

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[4] Indiana State Department of Public Instruction, *Foreign Language in The Elementary School,* 1964, pp. 19-20.

[5] *Ibid.*

CHAPTER VI

TECHNIQUES FOR EFFECTIVE TEACHING

In the second half of the twentieth century, rapid technological developments in transportation and communication have made obvious the necessity for direct communication between people of different cultural and language backgrounds. Instruction in the oral skills is, therefore, of prime importance in today's foreign language programs. To meet these needs our programs must follow the Basic Principles outlined in Chapter II.

No attempt has been made to include all aspects of methodology in this chapter[1]. There are many excellent manuals now available for teachers who may wish additional details (see Bibliography).

Since the section on foreign languages in the elementary school covered techniques for that level of instruction, this chapter is aimed especially at the secondary school level (grades 7-12).

PRONUNCIATION AND INTONATION

One of the principal objectives of foreign language study is to speak with good pronunciation and intonation. Along with intonation, other important elements include such suprasegmental features as rhythm, stress and juncture. The development of both pronunciation and intonation, therefore, is an essential part of any foreign language course. Because the basic element of speech is sound, the correct formation of sounds and sound sequences will result in better achievement in all four skills.

Both good pronunciation and intonation are dependent upon good listening habits. Since pupils can reproduce no more than they hear, the habit of purposeful listening should be developed and sustained. The acoustic images perceived in hearing are basic to those formed in pronouncing.

Imitating the Teacher's Model

Correctness in reproducing sounds is achieved primarily through pupils' faithful imitation of the teacher's model. The teacher's speech should represent the standard speech of an educated native of the foreign country. It should always be clear, be correct, avoid artificiality and approximate normal speed. The use of recordings made by native or near-native speakers will help project this standard to the class.

From the beginning of the course, it is suggested that language be presented in sentences or meaningful utterances whose sound sequences involve the correct pronunciation and intonation of individual sounds and the proper intonation of the overall pattern of the utterance. Since intonation is no less important than pronunciation, pupils are to reproduce both in their imitation of the teacher's model.

A Prereading Phase

At the beginning of the French course, either in grade 7 or in grade 9, it is advisable to devote a period of time to teaching the language without the use of graphic symbols or reading. Pupils are thereby encouraged to listen attentively and to reproduce sound sequences without the complications incurred by the difference between the spoken and written word. Wherever the need for drill or correction arises, the procedures outlined below are applicable.

Transition to the Written Word

After pupils are able to "read" the identical patterns they have learned audio-lingually, the association of the individual sounds with their graphic symbols may begin. As in teaching phonics to elementary school children, only words which the pupil can pronounce and whose meanings are known should be used to illustrate a sound. Thus, to learn that the letter "i" represents the sound [i], the words (chosen from the dialogs) might be *ici, aussi, livre*. It may be necessary, in order to accumulate a sufficient vocabulary for drill, to have pupils learn to "read" thoroughly a sufficient amount of the content they have mastered audio-lingually before they practice individual sounds in association with their written symbols. If teachers prefer, additional vocabulary representing the individual sounds to be drilled may be included over and above those used in dialogs. The meaning of the words, however, should be associated with the visual and audio-lingual presentation.

Instruction and Drill on Individual Sounds

The individual sounds to be emphasized are those which present difficulties or which differ most obviously from the sounds of English. The extent and nature of the drill or explanation will depend upon the alertness and receptivity of pupils to the formation of new sounds.

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[1] We are indebted to the Bureau of Secondary Curriculum Development, New York State Education Department, for permission to quote extensively from *French for Secondary Schools* (1960) in the preparation of this chapter.

There is obvious emphasis on French throughout this chapter for a very simple reason: it was almost impossible to treat the subject in detail without specific application to one language. The large enrollments in French throughout the State dictated this decision.

Teachers of Spanish and German will find specific applications to their languages in *Spanish for Secondary Schools* (1961), and *German for Secondary Schools* (1961) respectively. Both of these bulletins, as well as *French for Secondary Schools* (1960), may be obtained from the New York State Education Department, Albany.

Where pupils reproduce sounds correctly and consistently, little or no drill may be needed.

The best results are obtained through practice reinforced by understanding. In drilling or explaining individual sounds, therefore, teachers may give simple, nontechnical descriptions of sound formation. The necessary comparisons and contrasts with English sounds may be made where necessary, sufficient to clarify the formation of special sounds.

In projecting individual sounds, care must be exercised not to exaggerate the sound to the point of distorting it.

Anticipating and Correcting Errors

It is important to anticipate difficulties with words whose peculiarities may cause mispronunciations, (examples: *fille, fils, fil, ville*) before these errors are made, and to correct errors in pronunciation as they occur. Once formed, habits of faulty pronunciation are difficult to remove.

In correcting errors, it is unwise to interrupt a pupil's utterance to correct an individual word. The correction should be made after the pupil has finished what he has intended to say.

Efficiency in correcting errors may be increased by training pupils to repeat the entire utterance in which the teacher has just corrected a word or phrase.

Teachers should maintain a high standard for pupils by requiring correct pronunciation at all times.

Liaison and Linking

Liaison and linking should be learned through functional use reinforced by simple rules. The more complex rules might be reserved for the advanced courses, but correct liaison and linking should be made wherever they occur.

Coverage

It is important that complete coverage of the principal points of the sound system of the language be experienced. It is suggested that words containing new sounds or sound sequences be incorporated into language content gradually and progressively until all sounds have been met and practiced.

Intonation patterns should be learned primarily through functional use. The general overall rule of rise at the end of phrases and of rise and fast fall at the end of sentences is a sufficient requirement for theory. Pupils should be given experiences, however, both in hearing and speaking, of many examples of different intonations, such as those used in expressions of amazement, surprise, doubt, curiosity, pity, fear and joy. Teachers might point out the different intonation patterns of the language as pupils hear and repeat them.

Pronunciation Continued

Pronunciation practice should continue even after reading has become predominant in the course. In this phase drill on individual words or sounds may take place where needed; drill on the pronunciation and intonation of whole phrases assumes a more important role. A systematic review of the basic elements of the sound system as applied to new words and phrases might take the form of a brief daily drill or exposition on one or more important sounds (examples: the sound |e|, as in *appeler, appelez, appelé, appelai, appellerai;* or the spellings in homonyms, such as the sound of *cent, sans, s'en, sang, sent, sens* or the sounds of |ᴇ:r| in *vert, vers, verre*).

Contrastive sounds in series provide good practice in sharpening pronunciation (examples: *roue — rue, boue — bu; peu — peur, pleut — pleure*). This review might take only a minute or two of class time. Words recently used in class should provide the point of departure. Words whose meanings are known should be used in the drills as far as possible so that the acoustic images of hearing and the kinesthetic images of speaking may fuse with meaning for better results in language learnings.

Devices

The development of good pronunciation may be aided by the use of a number of techniques or devices. The language laboratory is particularly effective in developing good pronunciation. Special material designed for pronunciation practice or material designed for mastery in any one of the four skills might be placed on tape with appropriate pauses for pupils to repeat and record their imitation of the correct model. Replaying of their tapes and comparing their pronunciation with that of the model sharpens audio acuity and offers the opportunity of self-correction.

Other activities which assist the development of good pronunciation are reciting memorized passages of prose and poetry, singing songs, reading aloud individually or in chorus, acting out short plays, dialogs or conversational sequences or recording passages on the tape recorder to be played back to the class. In preparing for these activities, teachers may capitalize on the important element of volition which inspires pupils to listen attentively and practice conscientiously before performing in class.

Listening with or without visual texts to passages recorded by native or near-native speakers is an excellent device for developing good pronunciation and intonation. This activity sharpens audio acuity still further and provides an additional model for imitation.

DEVELOPING AURAL COMPREHENSION

Purposeful Listening

Before pupils can comprehend the spoken word, they must learn to listen carefully and purposefully. Secondary school pupils acquire most of their learnings in other curriculum areas either through the printed word or through listening to their native tongue. Comprehension of content in listening to English is acquired without regard to individual sounds or sound sequences, because vocabulary and phraseology are already highly developed. Therefore, the ear has become correspondingly sluggish; the eye has become highly skilled. Pupils' sense of hearing must now be reactivated through purposeful listening.

Developing an Understanding of the Spoken Word

Understanding the spoken word is a complex process involving the mastery of:

1. *Discerning sounds, patterns and melodies which characterize the language*
2. *Associating sound with meaning*
3. *Inferring the meaning of words from the context in which they occur*

Activities To Promote Purposeful Listening

The teacher should provide abundant opportunity for systematic, intensive practice so that habits of accurate, discriminating listening will be established. Listening experiences which require concentration on sounds and sound sequences should be provided from the beginning of the course.

Among the first listening experiences pupils might have are those which require action responses. A simple device which will demonstrate to beginning pupils that they must listen attentively is the following:

Pupils stand in rows beside their desks or arrange themselves in teams along either side of the classroom. They then make nonverbal responses to rapid fire commands, such as *Touchez la tête! Tournez la tête à droite! Tournez la tête à gauche! Touchez le pied! Montrez la porte! Regardez la fenêtre! Asseyez-vous.*

Pupils who do not respond to the desired action are "out." Even greater alertness is demanded if pupils are instructed not to follow the command unless it is preceded by the words, *Simon dit.* More able pupils may be selected in turn to issue the commands. In this game, failure to listen attentively and to associate sound with meaning is instantly detected.

Listening is further developed by the use of the foreign language in class for daily routine and directions. If the teacher, from the outset, conducts the class in the foreign language, beginning pupils will soon absorb a considerable number of expressions used in classroom routines as well as in the amenities, involving expressions of greetings, health, weather and relationships of people and things.

As Pupils Progress

As pupils progress, their training in aural comprehension will be proportionate to the opportunities afforded for practicing this skill. They must listen not only to comprehend, but to reproduce the sounds, sound sequences and intonation of the teacher or taped material. Practice in listening for understanding alone or for understanding and reproduction might be given through:

1. *Anecdotes, poems, prose passages, selections from reading material, conversation, or songs rendered in person or on tape or discs by the teacher or by a native informant*
2. *Films, radio programs or taped correspondence*

The two skills, understanding and speaking, may be considered interdependent; they are trained and developed concurrently.

Taped Correspondence

Taped correspondence with foreign individuals or schools might provide part of the program. In return for English language recordings made by American pupils, the school may receive foreign language tapes made by pupils of the same language level. Attempt should be made to get a wide variety of tapes. In providing foreign schools with examples of aspects of American culture, attention should be given to school and family living. Such topics as student council meetings, conversations between students and conversation around the dinner table might be written as scripts and carefully recorded for the foreign school or individual. Suggestions might be given foreign schools or individuals for the recording of similar material in the foreign land for understanding by American students.

SPEAKING

The Speaking Objective

The new emphasis placed on the communication skills of understanding and speaking requires change in materials, methods and evaluation. Learning can no longer zigzag between the foreign language and the native language. It must follow a direct line between object, action, idea and the foreign language.

The degree to which the sound and structure patterns become automatic in speaking determines the growth in language skill. This means that the pupil must be trained not only to understand normal speech in the foreign language within his maturity and experience levels, but to reproduce habitually the sounds and structures within those levels. He must be so steeped in the language patterns required for mastery in speaking on his level of learning that he can produce them at will, correctly and effectively.

In order to attain this goal, pupils must hear, imitate and manipulate a great variety of speech patterns. Every step, therefore, must be guided. The structures and vocabulary chosen must be of high frequency in the spoken language; the associations between the expressions in the foreign language and their meanings must be clear; opportunity must be provided for abundant practice; the practice must be carefully designed to provide for manipulation of the structures through drills such as question-answer responses, directed dialog and pattern drills; the patterns selected for mastery must be overlearned in order for responses to be automatic.

Functional Situations

In the initial stages, teachers may capitalize on the activities of the classroom to provide functional situations which enable pupils to make direct association between actions and the foreign language expression. *J'ouvre la porte,* accompanied by the act of opening the door needs no English interpretation. By repeating the sound and structure pattern, *J'ouvre la porte,* until he controls it, the pupil can associate the learned pattern with a continually increasing number of situations, such as *J'ouvre le livre; J'ouvre le tiroir; J'ouvre le portefeuille.* As pupil's maturity and experience expand, the learned speech patterns will permit him to go more and more automatically and directly from act, image or idea to oral expression.

Importance of Situational Context

It is important that the teacher choose carefully not only the speech patterns but the situation sequences in which they are to be presented. He must recognize and work progressively within the pupil's maturity and experience levels, forcing the pupil to adapt, develop and extend the foreign language that he knows in order to prepare for situations that he must meet. In the first place, the need to face a situation increases the desire and the ability to respond to it. The ability to respond to the situation increases the interest and pleasure in it. This is important since experience indicates that interest and pleasure are essential to effective learning. In the second place, presentation in a situational context is important because words have meaning only as they are associated with living experience, vicarious or actual.

Types of Audio-Lingual Material

There are four main areas from which the audio-lingual material may be taken:

1. *Social Amenities*: greetings; introductions; inquiries regarding health and members of family; appointments; requests for information; expressions of regret, sympathy and appreciation
2. *Classroom Procedures*: daily routine, class directions, dates, time of day, classroom duties, school subjects, class schedule, assignments, location of classroom objects, use of school materials
3. *Area Information*: the tangible reality of contemporary life:[2] family; daily routine; at home, at meals; at the doctor's, dentist's, dressmaker's, tailor's, hairdresser's; shopping in local stores; at the department store, the restaurant, the hotel, the post office; at the travel agency; at the airport; at the bus, garage or railway station; at the bank; at the cinema, theater, sports arena, museum; at a party or a dance
4. *Civilization*: social, political, religious institutions; education, arts, national and regional characteristics; industry, trades, professions; natural resources, agriculture; geography and geographical features

Textbooks, particularly those of years 7, 8, 9 and 10, should be chosen with this type of material in mind.

Aural Materials

Audio materials made by native speakers such as conversations, readings of prose and poetry and plays, preferably correlated with textbook and reading materials, should be made available in every foreign language department. Songs and musical selections should be included. Maximum use should be made of these materials in encouraging speaking, oral reading, dramatization and singing.

Audiovisual Materials

Both teaching and learning will be facilitated and enriched by the direct association of the foreign language with visual material, such as desk outline maps, wall maps, posters, travel folders, pictures, stamps, coins, slides, filmstrips, films, magazines, newspapers, miniature houses with furnishings, costume dolls, costumes or articles of clothing distinctive to the foreign people.

AUDIO-LINGUAL EXPERIENCES

Audio-lingual experiences of many kinds have long been part of the foreign language course. These include:

- *brief conversations*
- *asking and answering questions on reading material*
- *oral reading and choral reading*
- *reciting poetry and prose passages*
- *making oral reports in the foreign language*
- *listening to tape recordings*
- *singing songs*

The objective of giving pupils sufficient practice in speaking to enable them to make direct contact with the foreign people within the context of certain experiences adds a new dimension to foreign language study.

Aural Experiences

It is recommended that pupils be given aural experiences on all topics chosen for development. The topics might take the form of reading selections, conversations or dialogs read by the teacher or heard via tape or disc. It is suggested that, wherever possible, the content be recorded by native speakers speaking at normal speed. The understanding of material thus presented on a subject within the pupils' language experiences should be developed from the beginning of the course.

The passages might be heard several times, either consecutively or interspersed with other types of exercise utilizing the foreign language content.

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[2] This designation is quoted from Leon Dostert.

Pupils' aural comprehension should be checked in oral or written form. Written exercises on passages aurally experienced might include the following:

- *Questions on the passage might be asked, and answers written in the foreign language.*
- *Multiple chioce questions might be asked, in which the choices are presented either orally or visually.*
- *Pupils might be asked to write a restatement of the passage in their own words, or in another person or tense .*
- *The passage might serve as a basis for directed composition in written form.*
- *The passage may be written as a dictation exercise.*
- *A summary of the passage may be written in the foreign language or in English.*

Aural Experiences Orally Practiced and Checked

The topics selected might be heard by pupils as described above and reinforced by pupils' oral responses. The following technique is recommended for intensive practice in listening:

Step 1. Passages of appropriate length are first heard in their entirety via teacher, tape or disc.

Step 2. The passage is then repeated with appropriate pauses after phrases or breath groups in which pupils repeat the phrases heard.

Step 3. The passage might be heard a third time without pauses.

Comprehension might be checked audio-lingually in several ways:

- *Questions may be asked requiring oral answers in complete sentences.*
- *Multiple choice questions are given orally by the teacher. The selected answer is given orally by pupils.*
- *A summary of the passage is given orally.*
- *A restatement of the passage is made orally in the pupil's own words or in a different person or tense.*

Dialogs

The term "dialog" in this chapter will refer to a previously prepared sequence of meaningful utterances involving two (or several) roles in a definite situational context and in a predetermined order. Like a play in microcosm, it should have a definite time, place and situation in which people say something of mutual interest.

In the first level of learning, the dialog might be prepared by the teacher, developed by teacher and class, or taken from the text. The dialog should involve two roles and not more than six or eight utterances. It should contain elements of the basic vocabulary and structures appropriate to the grade.

As pupils progress through the second and third levels they might participate in the composition of the dialogs. Individual pupils or committees, using text or reference materials, might prepare the dialogs under the teacher's direction. Dialogs must be edited and approved by the teacher before they are presented to the class. Appropriate dialogs may, of course, be taken from the text at any level.

Learning the Dialogs

At all levels the learning of the dialog should be integrated with practice by means of pattern drills, so that the variations of the major structures contained in the sentences might be mastered. The dialog need not be completely memorized all at once, but might be interspersed with the pattern drills. Through the variations learned in the drills, pupils may obtain the power to manipulate additional structures and vocabulary for use in the same or other situational contexts, as in conversational sequences or in connection with textbook materials.

As pupils advance from the first level through the second and third levels of learning, the dialogs become longer but memorization practice takes less and less class time. Increasing responsibility should be placed upon pupils for control over the variations learned through pattern practice. This control will lead to their ability to use the patterns in conversational sequences, and eventually in "conversation."

Conversational Sequences

Conversational sequences differ from dialogs in that they involve some choice on the part of the participants. The degree of choice determines whether a conversation is "controlled" or "free."

On the first level, all conversation is strictly controlled. It may be initiated by the teacher, sentence by sentence, or directed by the teacher through pupils (directed dialog) on a topic involving structures and vocabulary which pupils have learned through pattern practice. When these questions, answers and statements are in a series, they constitute conversational sequences. The number of utterances and the order in which they are used are not restricted or "frozen" as in the memorized dialogs. Conversational sequences may involve a choice of review vocabulary, or of different forms of the verbs in person, number or tense.

It is imperative to remember that language can be learned only in meaningful patterns of speech. In order to develop conversational sequences, therefore, pattern drills involving the variations of different structural forms and vocabulary must result in a certain degree of mastery. The practice of pattern drills is followed by isolating single patterns from the drills and combining them with other vocabulary. For example, if a pattern drill has just been completed on the verb *avoir,* using objects of the verb such as *un journal, un cahier,* but pupils have previously studied *un crayon, un livre, un ami,* a "conversational sequence" might include "*Robert, avez-vous* *un ami?*" or "*Est-ce que Jean a un ami?*" In other words, conversational sequences include forms pupils have mastered in as many combinations as possible, possibly out of the context of the original dialog, but within a situational context of some kind.

"Controlled" Conversation

Conversational sequences, therefore, are "controlled" conversation, as the choice on the part of the participants is limited by the vocabulary and structure at his command. Almost all conversation on the secondary level will, therefore, be controlled. The amount of control will vary with the amount of vocabulary and structure the pupil has mastered and with his ability to manipulate their variations in different contexts.

Steps to Free Dialog or Conversation

Free dialog, or true conversation, involves a complete choice of expression on the part of participants. Genuinely free conversation is rarely attainable on the secondary level without concomitant foreign travel, because the growth in total experience continues to outdistance the growth in linguistic expression in the foreign tongue. Relatively free conversation, however, is attainable within the context of certain experiences. While conversation or dialog on topics will continue to be controlled, the controls will diminish gradually as pupils' acquisition of linguistic content is expanded. The more linguistically talented pupils are, the greater will be their store of vocabulary, structure and idiom and the greater will be their ability to choose and manipulate combinations and variations.

The steps for reaching relatively free dialog within a specific area of experience would be (1) prepared dialog, (2) pattern practice, (3) controlled dialog, (4) additional vocabulary and pattern drill and (5) "free" dialog.

Encouraging Free Conversation

Free conversation throughout the course may be encouraged by the use of various devices. One such device is to permit pupils to make a statement relative to their personal experience on any topic, such as their school life, homelife, hobbies, friends, family, the books they have read, activities they have engaged in and purchases they have made. Their classmates might then ask them questions on the subject. For example, a pupil states, "*J'ai un beau chien.*" Classmates, in turn ask:

Comment s'appelle-t-il?
Quel âge a-t-il?
Qu'est-ce qu'il mange?
Est-ce un caniche ou un terrier?

Another pupil may state, "*Hier, je suis allé au cinéma.*" Classmates might ask:

Quel film avez-vous vu?
Qui était l'acteur principal?
Qui a joué le rôle de la dame?
Quel était le sujet du film?

After the dialogs have been mastered, the subject might be personalized in the manner described above. Such a procedure would be soundly developmental and would lead to a degree of genuine conversational ability. The past and future tenses might be practiced to advantage using this procedure.

A device to encourage free conversation in the early years is the use of a word game involving classified vocabulary, such as a variation of "Twenty Questions." If the context of the vocabulary is animals, professions, ages or sports, "Twenty Questions" might be played in the following manner:

Voulez-vous être secrétaire?	*Non*
médecin?	*Non*
avocat?	*Non*
ingénieur?	*Oui*

At this level, pupils enjoy using their imagination by associating their own qualities, metaphorically, with those of animals in a "Twenty Questions" game. A pupil decides in his own mind with which animal he might be compared. His classmates ask him questions to which he answers "yes" or "no."

Etes-vous un serpent?	*Non*
un lion?	*Non*
un agneau?	*Non*
un rat?	*Non*
un loup?	*Oui*

The "Twenty Questions" game might be used to develop an ability to describe people or things. One pupil has in mind an object or person in the room. His classmates ask him questions containing a brief description of one of the aspects of the person or object, to which he answers "yes" or "no." When a sufficient number of questions has been answered in the affirmative, the person or object may be guessed.

Free conversation may also be encouraged and developed through activities of a cultural nature. A French dinner acted out with menus is an example of such an activity. Throughout the course teachers should encourage free conversation through reading materials.

Identification with the Foreign Culture

On the first level, it is suggested that the context of the beginning situations be the American scene so that pupils might identify themselves with the experiences. Following upon the initial situations, the foreign cultural patterns, other than the picturesque, may be included. If textbooks emphasize the foreign scene both the native and foreign applications might be made with the foreign language content. The foreign cultural patterns in terms of vocabulary and expressions are introduced gradually at first, but soon overtake and replace those of the domestic scene.

As pupils progress in the course, identification with the foreign scene should be progressively emphasized.

Where the situation is still placed on the American scene, expressions such as polite expressions, expressions denoting interpersonal relations and leavetaking, should be in the manner of the foreign people. On Level III, it is suggested that the foreign scene be the locale for all conversational topics unless the subject is related to a definite experience in the life of the pupil.

The Use of the Language Laboratory

It may not be practical for all pupils to have individual experience acting out all the dialogs or reporting on many subjects, nor for the teacher to drill classes exhaustively in the dialogs and pattern drills. The language laboratory may be used to advantage in providing audio-lingual experiences. The listening and repeating via tape by an entire class will be less time-consuming and will give puipls some of the individual experience they require. The pattern drills might also be practiced in the laboratory after pupils have become accustomed to using the drills in class.

For the oral reports, the language laboratory might serve as a library where pupils may find examples of oral reports made on different subjects. Providing pupils with a model of a report facilitates his preparation, and by analogy, insures better language learning.

In cases where the experiences of speaking cannot be provided for all pupils because of time limitations, the experience of hearing and understanding should be given pupils on as many of the topics as possible.

SUGGESTED READING PROGRAM FOR SIX YEAR SEQUENCE

Grade 7

When

Reading should be introduced only after basic speech patterns and vocabulary have been practiced and orally mastered. The time of transition depends upon the students' reaction to oral work and on their reading readiness.

What

Reading material at the beginning should consist of the identical speech patterns and vocabulary already learned orally. In the latter part of the first year, reading material may be obtained also from other sources such as simple forms of verse or prose chosen from a book or periodical. Selection must be carefully made taking into consideration relative ease of comprehension and the students' possible interest in the subject matter. The material must be authentic, both linguistically and culturally.

How

Oral presentation of material must continue to precede oral or silent reading during the entire initial year. This procedure is especially important if the reading is not based specifically on speech patterns and vocabulary already mastered.

At first, reading aloud should precede silent reading. It might be done in chorus and in groups varying from the entire class to a section of pupils, proceeding from the larger to the smaller number. Reading may be introduced gradually by compiling copies of learned sentences or dialog in some printed form for distribution to the class. This material might then serve as a memory aid to the seventh grade or older pupil who may desire some written form of the material he is practicing and learning orally. His own attempt to reproduce the words could result in erroneous spelling.

Poetry at this level should be read orally. Short and simple poems can serve in the practice of pronunciation, intonation and rhythm. The students should hear poetry read by a native speaker through recordings or in person, if possible. Such readings could add variety and stimulus to the practice of both the oral and reading skills.

Grade 8

When

In the early part of grade 8 the reading program should be patterned on the seventh grade plan. In the second term reading which has not been orally prepared in class may be assigned.

What

The material should be increasingly more difficult in vocabulary, structure and content. The material should consist of a selection of stories, anecdotes, playlets and conversations, in addition to the memorized dialogs. Suitable for this age level are reading selections including cultural references, references to daily living and narrations of general interest. However, care must be taken that the pace of the class does not become slow and labored due to the overcomplexity of the text. The readiness of the pupil and his knowledge of the language should act as guides in the selection. Reading material should be linguistically authentic; the reading and memorization of simple verse should be continued. In the second term students may begin to read material which exceeds the structures learned in class.

How

During the second half of the eighth grade the teacher may begin gradually to decrease the amount of oral presentation of the lesson as preliminary preparation. The steps outlined previously for the intensive reading lesson might be followed. At this stage the student should be required to do more silent reading. The passages chosen should be short.

Grade 9

In the ninth grade the teacher should bear in mind that the age level of this group does not coincide with that of the former third year of foreign language study.

Consideration should be given also to the greater proportion of time and emphasis placed on the audio-lingual phase during the seventh and eighth grades. Therefore, to encourage and maintain interest, the materials selected should be within the capacity of the grade level and short enough to be completed within reasonable time. Reading content may include cultural background material and literary selections such as short stories and plays of moderate length.

In this grade the student should become aware that the development of the reading skill may also provide a source of pleasure and enjoyment through extensive and supplementary reading in the foreign language.

As in previous levels, the oral reading of short essays and poems might be continued. Memorization of some selections may be enjoyed by a few and may give them a sense of satisfaction.

There should be copies of foreign language dictionaries and of a few reference books in the classroom and in the school library. Students should be instructed in their use and required to refer to them when necessary.

Events, ideas and content of the material should be retold, developed and discussed in the foreign language by as many students as possible through wide pupil participation in class. The vocabulary and structures in the reading should be drilled. Each new assignment should add to the development of the content, whether it be a story, a play or informational material. Comprehension of the content without reference to English is of prime importance. Formal translation must be avoided. The new language and the student's native tongue should not be used interchangeably.

Grade 10

At this point, more emphasis will be placed on reading than in the previous three years. In general, the program and procedures for intensive reading are not very different from those in the ninth grade. The amount of reading at home is increased. The material is at a higher level and the tempo more rapid. It should insure a gradual increase in structure and vocabulary and provide for the development of power through a variety of approaches which emphasize the grasp of content in the foreign language.

Literary works balanced by suitable short selections on different subjects, such as geography, history, science and customs, serve as a basis for class discussion in the foreign language. Contemporary works, if they are not too difficult for the student, may be selected; a simple history of France or a book emphasizing various features of the nation might be included. A foundation in linguistic content is laid in this year for the more extended reading to be done in the last two years of this sequence. Extensive reading is assigned from a choice of books, preferably in different literary forms, on a level slightly simpler than that of the intensive reading, to speed facility, deepen and extend linguistic learnings and broaden cultural backgrounds.

There should be copies of well-illustrated foreign periodicals in the classroom and in the school library. The teacher should introduce them to the students and use them for oral or silent reading and as a basis for oral discussion. Selections from these periodicals should form an integral part of the reading program. The selections should be short, sufficiently comprehensible for enjoyment and sufficiently challenging to advance reading power. News, features, advertisements, anecdotes, reviews and editorials (in simple enough language) may be read intensively or extensively. The reading of these materials, or others selected by the teacher, might comprise the supplementary reading of the grade.

Grade 11

An increased quantity of literary material of recognized value and a sampling of material on different subjects, such as science, art, music and politics, should be carefully selected for grade 11.

In addition to short stories and plays, short novels may now be introduced. The selection in grade 11 should be made with a view to the reading to be done in grade 12 as well as to the level of learning of the class. While the material should be more challenging and progressively more difficult, it should not go far beyond the student's achievement and capacity. Consideration might be given to the choice of several works, preferably in different literary forms, which represent different periods in literary history. The length of each work and the number selected must, of course, be affected by the amount of activity in other areas of the course. The teacher might remember, however, that in this grade the reading may be used as a basis for much of the audio-lingual and writing activity. In selecting reading materials, the continued broadening of general background must be added to the factors of relative comprehensibility, intrinsic worth and the advancement of reading power.

Intensive reading at this level should take into consideration not only vocabulary and structure but also analysis of the content, its development, characters and milieu. Biographical data concerning the author and geographical and social factors may be included. Oral discussion, dramatization and paraphrasing in the foreign language can be based upon the content.

Extensive reading is assigned to broaden literary and cultural experiences and may be correlated with topics for oral reports. The reading of literature should be supplemented by reading experiences with authentic materials from the foreign country in the form of articles from foreign periodicals or selections from books on different areas of French civilization. Supplementary reading is also assigned to broaden experience.

Grade 12

The reading program in the final year of the six-year sequence aims to develop proficiency in reading literature and civilization materials. A greater number of works than those of grade 11, representing a wider selection from different periods of literary history may be read. Consideration should be given to the inclusion of at least two works of contemporary literature. Effort should be made to select works in different form, such as poetry, history, plays, letters, biographies, essays and short stories which represent the salient achievement of a period. A number of these works may be chosen for intensive reading; others, less difficult, for extensive reading. The total number of works will depend on the ability of the class and the lengths of the selections chosen.

The works might be selected to reveal the social situations, customs and ways of life particular to the period. The contemporary literature might provide insights into the behavior patterns or basic social and philosophical problems of contemporary Frenchmen.

The literature is studied more intensively than in grade 11. Attention is paid to literary style, the author's life and his place in literature, theme, the psychology of the characters, and the author's purpose and philosophy. The reading of single passages may be done closely, with a view to analyzing and appreciating literary form and style. Attention will be given to the selection of words, the use of figures of speech, the effects of phrasing and the organization of thought.

Civilization material for extensive or supplementary reading may include books on art, music, science, politics, general information and history. Students should be encouraged to develop their own projects, under the guidance of the teacher, in special fields of interest to them. The teacher may assist the student to concentrate on developing a firm knowledge of the foreign language in at least one or two fields on which the student can both read and speak with proficiency.

THE WRITING PROGRAM

Developing the ability to write without reference to English is the principal aim. To accomplish this purpose, the writing is at first dependent upon material learned audio-lingually and experienced visually. The dependence on hearing, speaking and seeing identical patterns before writing them is lessened as pupils gain automatic control of patterns or combinations of patterns.

The writing program outlined below is indicated in levels rather than in grades. Level I is equated approximately with grade 9 of the four-year sequence and grades 7 and 8 of the six-year sequence. The other levels follow in order. Levels V and VI refer to the fifth or sixth years of the six-year sequence, depending on the progress of pupils. The indication is given in levels rather than in grades to permit more rapid progress in writing for pupils of special ability. In permitting this progress, it is essential to remember the dependence of the writing skill on the other skills.

Level I

Writing is introduced shortly after the reading. In the initial stages, writing is restricted to imitative writing of patterns pupils have mastered audio-lingually. Copying of patterns, labeling of objects in the room, making picture dictionaries, copying the dialogs and conversational sequences of material learned audio-lingually and taking dictation of short passages already studied in written form are utilized. Guided writing of drill patterns involving substitutions and transformations experienced audio-lingually and visually is begun. The answering of questions whose answers are closely patterned on the questions may be begun on material that has been audio-lingually mastered.

Level II

The techniques used in level I are continued in level II. They are expanded to include more difficult forms with which pupils are audio-lingually and visually familiar. Guided writing may include answers to questions in which the structural changes are patterned after the structures of the questions, such as: answers to dialog questions, answers to directed dialog questions and writing from aural comprehension sentences based on a passage, or of single words or phrases in answer to multiple choice or completion questions. Dictation of familiar material continues. Equivalencies are written in the foreign language from English: directed composition is begun.

Level III

The writing of level II continues and is expanded. The writing of dialogs pupils have memorized is practiced. Dictation of familiar patterns is replaced by dictation of recombinations of familiar patterns into new contexts. Letter-writing is part of the program. Controlled writing is begun in such ways as:

- *Rewriting sentences to vary the sentence structure*
- *Rewriting paragraphs in a different person or tense (1) from aural comprehension of simpler material, (2) from visual presentation of more complex material*
- *Changing the form of writing; for example, from dialog to story; from story to letter; from narration to dialog; combining several dialogs into a*

story; summarizing using the expressions selected from the passage

- *The writing in the foreign language of equivalencies of English expressions*
- *Directed composition from English or the foreign language*

Controlled composition is introduced and practiced.

Level IV

The controlled composition of level III advances to free composition. Controls are gradually lessened as pupils demonstrate ability. Summaries are written in pupils' own words. Letter-writing on a variety of subjects continues as part of the program. Compositions and reports are written on civilization and literature. Forms used only in the written language are included.

Levels V and VI

The writing of free composition is further developed. Summarizing, paraphrasing and note taking in the foreign language from lecture, tape and printed material are practiced. Written drill on structural patterns arising from individual or class needs is also practiced. Choice of topics and emphasis on quality in composition are recommended.

CULTURE

Language as Culture

The language itself is an intimate manifestation of culture, as it is not only the means by which the foreign people communicate with each other, but is the fabric of which their thoughts are formed. It is one of the ways in which their cultural patterns and overtones are reflected and their interpersonal relationships expressed. The use of *vous* and *tu*, for example, manifests a different cultural pattern from the universal English use of *you*.

Just as the linguistic aspects of the culture are taught as part of language learning, the nonlinguistic aspects of culture are used as the vehicle for language learning. The integration of language and culture to provide experiences resulting in the absorption of cultural overtones and patterns along with linguistic skills is part of the language learning situation.

Basic Values

In teaching the cultural patterns of contemporary France, it is important to include not only the concrete manifestations of the civilization in terms of its social institutions, customs, individual pursuits, material and artistic products, but the basic beliefs and values which underlie them. The "why" of the French way of life is as important as the facts which describe it. Insights into the psychology of the French people should be included wherever possible, so that the learning of civilization does not result in a series of facts, but in an understanding of the people of France in the context of their cultural patterns.

Effects on Pupil Growth

One of the objectives in teaching culture is to break pupils' unilateral cultural patterns by enriching their experience through activities in which they focus on another culture. The culture of France might thereby be made an additional vehicle for appreciation and self-expression for pupils and thus contribute to their growth and development. It should lead to personal enlightenment and refinement of taste which will endure after their French course is over and promote a sense of the "oneness" of the human family.

In order for culture to be assimilated rather than learned as a list of facts pertaining to a foreign people, it should be made to live in the hearts and minds of pupils through experiences and activities of various kinds in a classroom atmosphere of delight and discovery. In this way, the facts assume meaning and are incorporated into pupils' knowledges, appreciations and attitudes from which value judgments might later be derived. The wide use of community resources, dramatizations and tape recordings is recommended.

The Cultural Island

The culture of France should be an integral part of the French course and pervade the atmosphere of the classroom. As previously stated the language itself is an intimate manifestation of culture. The French class, therefore, should reflect the culture of France in the authenticity of the language used and in the manner in which it is used.

The classroom should also represent a "cultural island" by reflecting those positive aspects of French culture pertaining to habits and attitudes which might benefit pupils' growth. The courtesy, diligence, precision, thoroughness and seriousness of purpose, combined with good humor, which are so characteristic of the French, should pervade the classroom atmosphere. The appreciation of beauty, of products of artistic or scientific endeavor, of work well done, and a sense of the dignity and worth of the individual should also characterize the French class because they are characteristic of the best in French thought.

The teacher, as the social representative of the culture, has the responsibility of initiating pupils into the new cultural patterns by creating and maintaining the French atmosphere in the classroom. In his use of language, in directing, requesting, commenting and correcting, his phrasing and manner should reveal, as far as possible, the native "personality" which should be recognized as such by his pupils. In maintaining standards of oral and written work, in developing appreciations and in cultivating attitudes for interpersonal relations among pupils, he can instill some understanding of the basic values of the French people.

The Room

The language classroom should be decorated with pictures, posters, signs and other visual material appropriate to the course. Lettering should be clear, neat and large enough to be read from a distant point in the room. Pictures and other realia should be in good taste, reflect high standards and be artistically arranged. They should represent contemporary as well as historical features of the culture. Occasional changes should be made so that illustrative material related to the subject of the reading or conversational topics might be placed in full view of pupils. An opportunity for pupils to display material they have collected or made should be provided.

An Integrated Approach

It is important to capitalize on pupils' interests and to utilize those growth factors which will lead to the assimilation of the culture. The teaching of culture is best accomplished, therefore, as an integrated part of the course, to be treated as opportunities arise. A few of these opportunities might be

allusions found in reading material
situational contexts of topics for conversational experiences
celebration of holidays and anniversaries
current events
cultural items reported in the press or experienced via radio and television
individual experiences as reported by pupils

The assimilation of culture might be effectively increased by correlating topics with those of other curriculum areas, such as English literature and language, world geography and history, American history, science, music, art and home economics.

Culture in the Foreign Language

As far as possible, the culture should be presented in the foreign language as part of the regular program of language learning. The integration of the culture and the language is the ideal approach to the teaching of culture. It may not always be possible to utilize the study of culture as a basis for the teaching of language. Since the chief objective of the course is to teach the language, the achievement of communication skills is paramount.

Where it is considered advisable to permit individual or group projects in English, caution should be exercised in the use of class time. Since class time should be devoted primarily to the acquisition of language skills, these projects may be handled in several ways. They might be in the form of written reports graded by the teacher, or in after-school activities or assembly programs. If they are presented in class, the English presentation should be brief. Words and expressions applicable to the subject might be provided by the teacher in the form of a brief outline or summary in the foreign language to be copied into notebooks by the class. Maps, posters or charts made by pupils might be posted on bulletin boards.

Area Information — The Ideal Program

The coordination of the visual, auditory and speaking activity in the teaching of area information is the ideal program. Language suited to the ability of pupils to understand and repeat, accompanied by pictures or slides of the foreign scene, is a good way to present area information. Some historical information might also be presented in this way. It is of vital importance, however, that the foreign language used be suited to the understanding of pupils or to carefully graded sequential learnings where new material is incorporated into the presentation. The foreign language used should not present difficulties which lead to lack of comprehension or confusion, as such presentation destroys the cultural as well as linguistic values teachers desire to achieve.

The presentation of such audio-lingual material for cultural objectives cannot entirely replace the values of experiences and activities in which pupils seek out their own materials and present them to their classmates or to the school. The preferred program is a combination of culture learned through language as a communication skill, area information through audiovisual aids, and individual or group activities on the same or other topics.

SUGGESTIONS FOR CULTURAL ACTIVITIES AND EXPERIENCES

Cultural activities may be provided for pupils in many specific areas of the French course and through many types of experience. The activities might be designed for participation by individuals, groups, classes or the entire department. Some projects which are initiated and executed by groups or by the department as a whole may be presented for the benefit of the entire school. The suggestions outlined below for experiences in specific areas may be individual, group, class, department or schoolwide projects.

Geography and Economic Geography

- *Making maps of France, of the French Community*
- *Filling in mimeographed outline maps of France; filling in world outline maps for the French Community*
- *Making illustrated maps of France, showing the principal products and the regions or provinces where they are produced*
- *Making illustrated maps of the French Community, showing the principal product of each member*

Holidays

- *Celebrating Christmas, including singing Christmas carols in French*

- *Celebrating* La Fête des Rois, *with the discovery of* la fève *and imitation by the class of the actions of the king and queen*
- *Celebrating* le Jour de l'An, le Premier Mai (le Muguet), *and* la Fête des Mères *by means of a short playlet enacted by a committee; playing* poisson d'avril
- *Making greeting cards for Christmas, the New Year, Easter, Mother's Day*
- *Participating in a department-wide Christmas assembly program in conjunction with classes in other languages, on a "Christmas Round the World" theme*
- *Participating in a department-wide Independence Day program in conjunction with classes in other languages, (showing the manner of celebrating le Quatorze Juillet)*

Language

- *French words used in English*

  Gathering French words or expressions used in English, from newspapers, magazines, books, or radio and television announcements Playing "Information Please" in class involving definitions of these words
- *Utilizing the United Nations as a resource*

  Writing to the United Nations for material written in French

  Obtaining United Nations posters with French captions, and the United Nations Charter in French

  Preparing and enacting a "U. N. Session" by intermediate or advanced classes, where earphones are available. A speech made in English or another language might be simultaneously translated into French, as at the U. N.
- *French Cuisine*

  Enacting a restaurant scene in which pupils order a meal in French from French menus. These menus might be mimeographed, secured as class sets from discarded menus by passengers on French Line steamers, or procured by pupils or teachers from French restaurants Gathering the names of French dishes from American menus

  Gathering the names of French foods and drinks from advertisements

  Making and displaying posters or charts including words or expressions pertaining to French cuisine.
- *Reading Material*

  Where reading material includes cultural content, dramatizing it with simple but appropriate costuming and settings in skits, playlets, puppet or marionette shows

  Reading simple plays in the early years with a view to dramatization

  Presenting selections from famous plays, such as "La Tirade du Nez" from "Cyrano de Bergerac," in class or assembly programs
- *Resource Persons*

  Inviting native Frenchmen of the community or native French visitors to address pupils in simple French, preferably on a cultural topic related to area information or to the subject of classwork

Health Education

- *Preparing folk dances for class or assembly presentation*

Music

- *Listening to operatic arias with the text of the lyrics*
- *Singing French folk tunes or popular songs*
- *Listening to important instrumental selections*
- *Playing "Name That Tune" in learning to identify compositions*
- *Listening to French compositions played by talented pupils who bring instruments to class*
- *Participating in assembly programs*
- *Preparing and performing in an assembly or class program of French music, such as*

  "French Songs America Loves," in which solo or choral renditions of songs may be followed by audience participation

  Instrumental compositions by French composers

  Singing in chorus or solo renditions of famous songs or arias

Art

- *Gathering prints or pictures of famous paintings, statues or buildings and showing them to the class with brief descriptions in French*
- *Preparing puppets in correlation with work in art classes for a puppet show in French*
- *Visiting local museums where French masterpieces are displayed; reporting briefly in French on the names of works and their artists and schools*
- *Identifying famous works of art from prints or pictures*

Education and the Life of Youth in France

- *Corresponding with a French "pen pal," asking him to describe his school life, social life and recreational activities*
- *Enacting a playlet in which two pupils, in the roles of French children, ask each other about their school life and recreational activities*

American History

- *Making maps of North America, showing place* *names in the United States of French derivation, and areas where French is spoken today*

- *Making maps of North America, showing the extent of New France before 1763*
- *Tracing the French troop and naval movements before the Battle of Yorktown (an individual project)*

World History

- *Playing "This Is Your Life," taking outstanding personalities in history as the subject*

General Projects

Class Projects

- *Organizing "Information Please" games for reviewing cultural facts*
- *Utilizing French newspapers or magazines as a reading project*
- *Keeping a class diary; publishing a class newspaper*

Department Projects

- *Collecting and displaying costume dolls*
- *Collecting and displaying fine books and magazines*
- *Subscribing to a French newspaper and magazine which is made available to students*
- *Publishing a French school newspaper*
- *Organizing French luncheons or socials*
- *Making a French motion picture, with a sound track on magnetic tape*

Schoolwide Activities

- *Organizing a book fair with books and periodicals to be displayed and sold*
- *Organizing a French Day or French Week in which pupils:*
  dress in regional costumes or wear French-type clothes
  speak French outside of class
  perform in the week's assembly program
  obtain the cooperation of school cafeterias in serving French-type foods
  display interesting French products in main display cases
  post pictures or interesting printed material in French on main bulletin boards

Using Community Resources

- *Providing the opportunity for trips to areas of French cultural interest*
- *Scheduling regular listening or viewing where French Canadian radio or television programs are available*
- *Providing for attendance at French moving pictures, ballets, musical events or plays whenever they are available*
- *Visiting a French restaurant*
- *Inviting native French visitors to address pupils in French*

HOMEWORK

General Considerations

The assignment of homework should be made with a view to the careful development of each of the four skills. Depending on the grade level and the individual skill being developed, assignments may be made for the practice of familiar material or for the introduction of new material. The assignments might be flexible in providing for individual differences. Gifted pupils might be assigned exercises in addition to or different from those assigned average pupils. Slower pupils might be guided to concentrate on essential exercises.

As a rule, assignments should be given for every regular day of the school year. Exceptions may be made for special situations or events, such as important religious holidays or unusual occasions when the disruption of routine would result in unrewarding effort. The exceptions should be made judiciously and infrequently.

The assignment should be clear and definite and within the capacity of pupils to accomplish within a reasonable time. Over a period it should provide for a variety of activities and contain as much material of intrinsic interest as can be incorporated. Homework should always be checked when it is due.

Recurrence

Recurrence of high frequency speech patterns must be an ever-present goal in all assignments, oral and written. Once a pattern is presented, it must recur over and over until it becomes indelibly fixed in the ear and eye of the pupil. The rate of recurrence depends, of course, on the frequency of the pattern in the language. However, the recurrence is regularly and systematically planned until control of the pattern is assured.

Audio-Lingual Assignments

Oral homework should be assigned only after the speech patterns and vocabulary items have been thoroughly learned and overlearned through multiple drills and practices.

If it is possible or feasible, pupils may borrow or buy for home study inexpensive discs or tapes on which the material already learned in class has been recorded. Many texts are accompanied by such discs or tapes.

Using the Language Laboratory

Where it is possible to schedule pupils to do homework in the language laboratory, the study of recordings of materials already assimilated through classwork should be regularly assigned. A weekly minimum of one hour's active laboratory work (listening, model imitation, reinforcement-repetition), preferably in 20-minute periods, should be required. Some administrators, realizing that control of a foreign language depends upon the degree to which the language has become automatic through repeated hearing and saying, are scheduling laboratory periods for foreign languages on the same basis as those scheduled for the sciences.

In the early years, especially in the initial stages of learning, all laboratory work should be rigorously supervised. The teacher must listen to and correct the pupil's imitation and repetition until she finds them reasonably accurate in all details, for the pupil can hear himself accurately only after many hours of listening and imitating.

As pupils progress, they may be assigned to the language laboratory or to the foreign language center in the school library to practice their dialogs or do other oral assignments.

At the appropriate levels, pupils may be assigned to listening to recordings for comprehension of native speakers. Some of these recordings may have been made through a program of taped correspondence with individuals or schools.

Reading

From the first day, reading in English may be assigned for homework. A list of appropriate titles, available in school and public libraries, might be supplied pupils. The pupil's interest and pleasure, as well as his knowledge of the country and its people, will be increased through the reading of carefully chosen books. His vocational and avocational interests, too, will be promoted by special interest materials. The reading must, of course, be checked.

Reading in the foreign language can be assigned as soon as pupils are ready for it. During the beginning stage of study, the reading should be limited to the material already presented and practiced orally in class. Later, when the learned structure patterns and vocabulary items have become sufficiently numerous, new materials may be assigned. At this point, emphasis should be placed on interpreting through inference, since extensive rather than intensive reading will form the greater part of future reading assignments. The reading can be guided by leading questions, topic sentences and completion exercises. As the pupil progresses, he will read more for pleasure and for critical analysis to be reviewed through class discussion.

All assignments must be checked. The pupil must be fully aware that the homework is given as a learning procedure and is, therefore, a necessary step in acquiring control of the language.

The Place of the School Library

The logical source of reading materials for special reading assignments is the school library. The language teachers should examine the works currently available in the library and recommend to the librarian additional books, periodicals and reference works desirable for language study.

Where space and facilities are available, the librarians might be able to arrange a "foreign language center." Here might be the shelves devoted to books in the foreign language, foreign language dictionaries and other reference works, foreign language newspapers and magazines and a vertical file of clippings, pictures and pamphlets related to foreign language study.

The center would also be an appropriate place for displays and exhibits prepared by students in the language. In addition, letters from foreign correspondents can be kept available for all students to read.

Some libraries provide facilities for listening to tape or disc recordings and viewing slides projected on a screen, the tapes and slides being stored and issued to students by the librarian. Such facilities might or might not be a part of the foreign language center. In any case, they should supplement rather than replace a language laboratory maintained by the school's modern language department. Decisions as to provisions for special arrangements for exhibiting, handling, or student use of audio-visual materials will, of course, be made through conference of the school principal, the librarian and the director of audiovisual education.

Writing

Writing assignments are delayed for the beginning foreign language student until the first situation sequence has been thoroughly absorbed audio-lingually. Even at that point the writing experience is limited to copying what has been already learned. The structure patterns and vocabulary items are reinforced thereafter through writing drills and exercises.

Imitative writing, based on model paragraphs can be assigned as early as the first year of a six-year sequence.

The object of the audio-lingual approach has been to saturate the pupils so completely with structure patterns and vocabulary items that they automatically adapt them to the situation requiring verbal response. The object of imitative writing is similar. The intensive practice of sentences, model paragraphs and letter forms through writing, affords a wealth of introductory, connective and terminal phrases as well as order and rhythm characteristic of the language.

Written exercises on drill patterns, carefully devised to eliminate excessive grammatical dissection and to reinforce automatic responses to situation or idea, may be assigned to reinforce classroom learnings in structure and vocabulary.

Composition (in the fourth year of the four-year sequence and the fifth and sixth years of the six-year sequence) progresses from controlled to free composition. Outlines, topic sentences and key questions, dictated or distributed in mimeographed form, give theme and logic to the writing. By the sixth year pupils will write free compositions on many topics. Individual choice of topics is encouraged.

Foreign Correspondence

Letters to foreign correspondents furnish excellent motivation for free composition assignments. Preparation for real correspondence may be begun from the first year by emphasizing the letter form in written assignments. When pupils have progressed sufficiently to engage in actual correspondence, only a small part of the letter will be written in the foreign language. This should be associated with cultural material studied in class. The pupil may ask for further information on the subject being studied or give information on a similar topic of interest to the foreign student. The foreign language section of the letter might be written on a separate sheet so as to permit correction and return by the correspondent. The foreign students, also, appreciate this same service on the part of pupils in America. The use of the foreign language in the letter increases with the progress of the pupils.

School Paper

A foreign language column in the school paper or the publication of a foreign language newspaper as a department project gives well motivated opportunities for competitive writing. An identical assignment is given to all classes of the level involved. The best composition from each of the levels is published. Naturally, since publication is the aim of each student, the pupils whose compositions are chosen feel pride of accomplishment. A variety of subjects and a variety of written forms (poetry, anecdote, description) might be assigned in this way.

CRITERIA FOR THE EVALUATION OF BASIC TEXTS

The Modern Language Association Foreign Language Program called together the Materials List Conference on Criteria for Evaluation on 28-29 October 1960 in New York City. Its chief purpose was to discuss and define criteria for the evaluation of materials. Eleven specialists were asked to write work papers proposing criteria for evaluating different types of materials.

The following "criteria for the evaluation of basic texts" is based on a work paper by Nelson Brooks of Yale University. We are indebted to both Dr. Brooks and the MLA for permission to quote these criteria from *MLA Selective List of Materials,*[a] (1962, pp. 143-144).

The initials E, A, and U are used to rate each aspect as *Excellent, Acceptable,* or *Unacceptable.*

1. DEVELOPMENT OF THE FOUR LANGUAGE SKILLS

E: Listening comprehension and speaking represent the major concern at the beginning and throughout the period covered by a basic text, followed by the teaching of reading and writing, which occupy no more than one third of the total teaching time.

A: The text recognizes the importance of introducing all four skills and generally observes the accepted relative emphases.

U: The text is not written in accordance with the principles above.

2. SCOPE

EA: (a) The text reflects one dominant objective, language competence, to which are eventually added two others, cultural insight and literary acquaintance. (b) It is designed to familiarize the student with high-frequency structural patterns in the three systems of sound, order, and form (phonology, syntax, and morphology).

U: (a) The emphasis on cultural insight or literary acquaintance is so great as to be detrimental to the development of language competence. (b) The text does not distinguish between structures and usages that are important because frequently used and those that only a full description of the language would include, their importance being relatively minor. It places a principal effort upon the learning of irregular and exceptional forms.

3. ORGANIZATION FOR SCHOOL SCHEDULES

EA: The material to be learned is organized to fit into the schedule of the usual class periods and school terms.

U: The material is not so organized.

4. PRESENTATION OF MATERIAL

EA: (a) The material of the first weeks or months of the course (depending on age level) is designed for a period of oral presentation by the teacher, with or without the help of recorded material. In this first stage of delayed use of the written language, the student has little or no need to refer to the printed word. (b) The text presents new learnings in the FL in dialogue form or in the form of narrative or model sentences usable in conversation. (c) Structure is learned by use rather than by analysis. (d) Exercises enable the student to adapt new learnings to his own conversation without reference to English.

U: (a) The text does not provide for an initial audio-lingual period or for the oral introduction of new material and the beginner is obliged to refer to the printed word in order to carry on his class work. (b) The text is based on an inventory of the parts of speech or it presents sentences in the FL that "translate" English sentences literally but are not authentic in the foreign culture. (c) It assumes that the analysis of structure must precede the learning and use of that structure. (d) No provision is made for the student's gradual and guided progress from mimicry and memorization to free use of the FL in conversation.

5. PSYCHOLOGY OF LEARNING

EA: It presents language models and exercises that, in their selection and preparation, sequence, apparatus, and appearance on the printed page, reflect concern for the basic principles of the psychology of learning: (a) The text is based on the development of skills (habit formation) rather than the solving of problems. (b) It provides models to be imitated for both spoken and written language. (c) It observes the principle of small increment in which problems are isolated and drilled one at a time, making the chance of error negligible, before two or more related but contrasting structures are drilled in a single exercise. (d) It provides for repetition and reintroduction of material previously learned. (Repetition is the mainstay in overlearning[1] and habit formation.)

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[a] *MLA Selective List of Materials* (1962) also includes criteria for other types of materials, and applies these criteria to materials for some ten languages. A copy should be available to all department heads and teachers involved in the selection of new materials. Write: MLA Materials Center, 4 Washington Place, New York, N. Y. 10003. (Price $1.00).

U: The text shows little or no awareness of these basic principles of the psychology of learning.

6. EXERCISES

E: (a) There are copious and varied drills dealing with language elements that have occurred in the utterances presented in dialogue, narrative, or sentence form. (b) It includes no exercises in which the FL is to be translated into English.

A: It contains much drill material as in (a) above and no exercises as in (b).

U: (a) There is a paucity of drill material. (b) The exercises include translation from English into the FL of sentences not previously learned by the student.

7. READING MATERIAL (if present)

EA: Any reading materials foster the cultural or literary objectives or both. (a) Cultural information should be factual, authentic, representative, important, and of interest to the learner. (b) Other reading selections should be chosen for their quality as examples of literature, for the appropriateness of their length, their interest to the learner, and their adaptability to his competence in the new language.

U: The reading material given has no cultural or literary merit, or it is faulty in information or in language, or it is inappropriate to the learner because of its length, content, or linguistic difficulty.

8. WORD STUDY

E: The text promotes the learning of vocabulary by observation and use of words in context and not in lexical lists. (The learning of vocabulary is minimized while the learning of structure is maximized during the period in which a basic text is appropriate.)

A: Only a few vocabulary items are added which are not necessary to the drilling of structures.

U: Many unnecessary vocabulary words must be memorized, to the detriment of the learning of structures.

9. STRUCTURE ANALYSIS

EA: (a) The explanations are in English. (b) In the latter part of the text, the structures that have been gradually learned are drawn together in a clear and systematic way for ready reference.

U: (a) The text attempts to explain structures in the FL. (b) It presents structure summaries before examples have been learned through use.

10. LESSON- AND END-VOCABULARY

EA: Appropriate lists of the foreign phrases, idioms, and words, with or without English equivalents, appear at the ends of sections, or in a complete list at the end of the book, or both.

U. The lexical aids offered are inadequate or the glossary is inserted in the running text or in other ways that hinder learning.

11. USE OF ENGLISH

EA: English is used for directions, comments, explanations, and for establishing the meaning of what is to be learned. It is occasionally used as an aid in distinguishing between forms in the FL that are otherwise not easily learned.

U: The text presents the learnings in the FL as a series of translations from English, rather than as selections from a language code that is entirely independent of English. It presents dubious and faulty English designed to "lead" the learner into the patterns of the FL.

12. INSTRUCTIONS FOR THE TEACHER

E: There is a separate manual containing instructions for the teacher concerning: (a) preparatory explanation and ground rules for the class (b) presentation of the material to the class (c) techniques for overlearning the basic material (dialogue or narrative) (d) techniques for drilling sound patterns, structure, and vocabulary (e) techniques for checking in class the outside work (f) techniques and suggested plans providing for the frequent re-entry into class work of previously learned items (g) techniques of audio-lingual review and testing (h) instructions for procedure with a particular unit whenever the material demands it.

A: No compromise is acceptable for (a), (b), (c), or (d).

U: The instructions for the teacher do not meet the standard for A or are not applicable as given.

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[1] Overlearning: learning to the point of saturation, of automatic, spontaneous, absolutely correct performance.

13. LAYOUT

EA: (a) The type size and arrangement reflect the relationships between language models, drills, and explanations and their relative importance to the learner. (b) Dialogues, narratives, and reading material in the FL can be read without English being visible.

U: (a) The layout does not reflect these relationships or it is confusing to the learner. (b) It is printed so as to encourage constant reference to English.

CHAPTER VII
TESTING

Testing[1] is an essential part of the teaching process and should be used so as to allow the teacher to evaluate the progress of his students on a continuing basis. Such evaluation will include short daily quizzes, unit tests, comprehensive mid-term or final examinations and should measure the skills and knowledge taught. When all four skills are taught, all four skills should be tested. Students should be told what is expected of them and given an opportunity to show what they know. The test should motivate the pupils to better learning as well as provide an evaluation of what they know.

A test may be subjective or objective. The subjective test allows greater flexibility since more than one answer to a question may be accepted as correct. It is easier to develop but more difficult to grade. The objective test is precise, time-saving and easy to check. It is easy to grade but more difficult to develop. The most commonly used questions for the objective test are the true-false, multiple choice, matching, completion, short answer and recall.

Many texts which are oriented to an audio-lingual approach provide excellent tests for measuring proficiency at frequent intervals. For the teacher who does not have such tests available or, having them, feels a need for supplementary evaluation, the test methods described below will be helpful.

LISTENING COMPREHENSION

The aim of understanding a native or near-native speaker speaking at normal speed should be borne in mind, especially as the pupils progress in the course.

True-False Questions

The teacher reads a number of statements in the foreign language. The pupil writes yes or no, true or false to indicate his answer. For the initial stages, simple statements such as the following may be used:

1. *Cinq et trois font quinze.*
2. *Il y a trois fenêtres dans la salle de classe.*

Multiple Choice Questions

There are several types of multiple choice questions which test aural comprehension. Some examples follow in French:

1. Measuring aural comprehension through sound discrimination:

   Speaker: *Jean en a mangé.* (repeated)

   Choice: *1. J'en ai mangé.*
   2. Jean a mangé.
   3. Jean en a mangé.
   4. Je mangeais.

2. Measuring aural comprehension through aural recognition of the correct answer.

   Passage: *Marie est arrivée à la maison à quatre heures. Elle avait faim. Elle a bu un verre de lait et elle a mangé un sandwich. Après, elle est sortie pour faire une promenade avec Louise.*

   Answer: The teacher reads a statement including four choices, one of which completes it correctly. Pupils write the letter which corresponds to the correct answer.
   Marie est arrivée à la maison (a) à deux heures et demie, (b) à quatre heures, (c) à trois heures, (d) à trois heures vingt.

3. Measuring aural comprehension by multiple choice answers presented visually:

   Speaker: *Madame Dupont s'est arrêtée devant la porte de son appartement. Elle était découragée. Elle avait perdu ses clefs. Son mari était à la clinique, très malade. Sa fille, qu'elle avait rencontrée au coin de la rue, lui avait annoncé qu'elle avait échoué à ses examens à l'école.*

   Sample Question: *Où Madame Dupont était-elle?*

   Choices: *1. Elle était au coin de la rue.*
   2. Elle était à la clinique
   3. Elle était à la porte de son appartement.
   4. Elle était à l'école.

4. Measuring aural comprehension through visual recognition of the correct answer to a question presented orally?

   Speaker: *Que répondez-vous quand on vous demande, "Comment allez-vous?" (twice)*

   Choices: *1. Il n'y a pas de quoi.*
   2. Avec un stylo.
   3. Je vais très bien.
   4. A neuf heures.

5. Measuring aural comprehension by visual recognition of the correct completion of an incomplete statement presented orally:

   Speaker: *Je veux manger parce que . . . . .* (repeated)

   Choices: *1. je suis fatigué*
   2. j'ai faim
   3. je fais mes devoirs
   4. j'aime la télévision

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[1] We are indebted to the Bureau of Secondary Curriculum Development, New York State Education Department, for permission to quote extensively from *French for Secondary Schools* (1960) in the preparation of this Chapter.

SPEAKING

The teacher's aim in giving a speaking test may be threefold:

1. to test the pupil's ability to produce the foreign individual sounds, sound sequences, intonation and liaisons.
2. to test the pupil's oral control of the structure patterns or of the vocabulary.
3. to test the pupil's ability to express his thoughts in the foreign language, either in response to a question or to some other stimulus.

The Mimic or Echo Test

The simplest test of oral production is the mimic or echo test. The pupil is instructed to repeat whatever the teacher or the voice on the tape says. A variation of the echo test is the build-up test in which pupils repeat sentences whose length is progressively increased.

Example:
a. *Je vois le livre.*
b. *Je vois le livre sur le bureau.*
c. *Je vois le livre sur le bureau du professeur.*
d. *Je vois le livre sur le bureau du professeur qui est devant la classe.*

Oral Reading

Reading a passage aloud is another form of oral production test. Only in the advanced classes should the pupil be asked to read orally material not yet presented in class and mastered by him. If unfamiliar material is used, the pupil should be given time to practice silently before he is tested orally. If he has a language laboratory, the teacher may record each pupil's speech periodically on a separate tape. This will permit the teacher and the pupil to judge individual progress.

Question-Answer Test

The question-answer type of test measures the pupil's ability to (1) understand the question, and (2) to respond automatically. The response also measures his mastery of structural patterns. This type of evaluation is most highly rceommended as it provides a work sample of performance most consonant with communication goals.

Examples: Grade 7—*Comment vous appelez-vous?*
Grade 9—*A quelle heure vous êtes-vous levé ce matin?*

Directed Dialogue

Speaking involves the initiation of a dialogue as well as answering questions. To force the pupil to initiate the dialogue, the teacher may say to the pupil in the foreign language:

Ask me my name.

Ask Marie what time she got up this morning.

Ask me why Robert is absent.

Ask John whether he wants to go to the movies tonight.

Oral Composition

At the advanced levels, the pupil may be asked to deliver a short oral composition. He should be permitted a choice of topic within his level of difficulty, should be allowed some time for preparation, and perhaps be given an outline.

Grading the Speaking Test

The procedure for grading professional tests should be observed with equal care for all tests. That is, specific problems of pronunciation should be selected in advance for grading in the mimic and oral reading tests. These points and only these should be graded. Other errors should be disregarded.

In the structure tests such as the directed dialogue and question-answer tests each question should present specific problems. The answers should be graded only on these points.

Oral compositions should be given a global rating and then graded separately for pronunciation, for grammatical correctness, for vocabulary and for fluency. If letter grades are used in scoring, the teacher should not attempt to score a plus or minus in the individual items.

The Use of the Language Laboratory for Testing Speaking

The language laboratory may be effectively used for the speaking tests. Statements or questions placed on tape with appropriate pauses for repetition or response permit individual answers to questions which are put to the entire class. With this procedure the test is less time-consuming to administer and permits a valid generalization regarding the pupil's achievement. There is, however, no time saving in grading recorded tests. Oral testing is a time-consuming process however done.

It is worth noting that a recorded test may be graded with greater accuracy. The spoken word is fleeting. There is frequently cause for hesitancy and reflection in grading an oral test. Such parts may be replayed if they are recorded. This may not be significant for teacher-made tests, but for nationally-normed tests such as the M.L.A. Cooperative Tests (the grades for which will be entered on the student's permanent record for awarding language credit) it is essential that the tests be recorded.

READING

Reading skills may be tested by a variety of question types:

1. Multiple choice questions
2. True-false questions
3. Matching of items
4. Completion questions
5. Combination completion and multiple choice questions
6. Answering questions on content in complete sentences
7. Summarizing

The first three types are preferable since the other skills of writing or speaking are not involved to such an important extent. Examples of these types of questions have been given above.

WRITING

Copying

Copying should be used only in the early stages of language learning. Dictation could be used at any level.

Dictation

Dictations test both aural understanding and writing. They may be given at any level. In the initial stages dictations of only one or two sentences may be given daily. As the course advances dictations become longer and more complex. They should be corrected as soon as possible after they are given.

Guided Writing

Drill patterns and answers, carefully patterned on questions given in the foreign language, test the manipulation of structure and knowledge of vocabulary. Any passage may be rewritten in another person or tense, or changed from dialogue to narrative or vice versa.

Composition

Controlled and directed composition tests functional writing ability. Composition in which controls are either limited or omitted tests organization of thought as well. Objective and subjective scales must be used in scoring.

Equivalencies

Writing meanings in the foreign language may be utilized. Equivalencies may take the place of translation or may be requested by directed dialogue, such as, "Tell him you are going to the movies."

CULTURE

Culture should be tested in linguistic or situational context and should show an understanding of related facts and cultural patterns, including behavior patterns and cultural overtones. For example, rearranging related items measures reading comprehension and knowledge of culture.

1. The statement: *Un garçon qui veut devenir médecin ou avocat fréquente plusieurs écoles: l'université, l'école primaire, le lycée, l'école maternelle.*
   The question: *Dans quel ordre fréquente-t-il ces écoles?*
2. The statement: *En France on trouve cinq styles d'architecture: gothique, classique, romane, moderne, Renaissance.*
   The question: *Dans quel ordre historique ces styles d'architecture ont-ils été utilisés?*

Multiple choice questions might also measure reading as well as cultural knowledge. It is wiser to present several questions on the same or related subjects to show pupils' grasp of an area than to include one question on each of several unrelated areas.

1. *Les produits industriels les plus importants de la France sont: (a) les produits de fer et d'acier (b) les parfums (c) les avions (d) les textiles*
2. *Le produit agricole le plus important de la France est: (a) le blé (b) les arachides (c) les oranges (d) le coton*

Depending on the level of learning of the pupils and the type of culture tested, the speaking skill may be utilized. These may vary from single questions whose answers are closely patterned on the structure and vocabulary of the question of the first level to oral reports on the advanced levels. In the advanced courses culture may be tested by controlled and free composition.

SUGGESTIONS FOR CONSTRUCTING TESTS

1. In constructing a test, always keep in mind the goals set forth to the class.
2. Use only tests that are an aid and a supplement to the learning process, and make clear to the class the purpose for which they will be tested.
3. Stress the importance of the test as a proof of progress and achievement.
4. Emphasize that by revealing difficulties the test is a guide to attainment. Make it a motive for endeavor.
5. Use meaningful material and familiar vocabulary, and devise diagnostic tests to examine one skill at a time.
6. Avoid questions of such difficulty that only the very superior students can answer.
7. Avoid tests of such length that many cannot finish.
8. Give tests often enough that the pupils may benefit from correcting their errors but not so frequently that they don't have time to learn new material.
9. Construct true-false tests so that the statements are clearly right or wrong.
10. Provide tests that do not encourage guessing.
11. Avoid monotony in testing by using a variety of testing devices.
12. Remember that in general a reliable test shows the superior student to be superior.
13. Utilize student-made tests to challenge them to review significant points.
14. Use standardized tests to compare individual achievement with established norms and to check your teaching.
15. Acquaint pupils with examination techniques as used in standardized tests and college entrance examinations.

The 1959 Northeast Conference *Reports of the Working Committees* makes the following recommendations concerning the construction of tests:

1. Make tests in terms of what the student should know, not what the teacher knows.
2. Analyze the factors in language behavior and test them separately as well as collectively.
3. Ask for performance in the foreign language exclusively.
4. Give all directions in English, in order to avoid putting the student in double jeopardy, that is, making the accuracy of his answer depend upon the accuracy of his comprehension of direction.
5. Give examples when there may be doubt about procedure.
6. Ask only for responses that are within the limits of normal language behavior.
7. Test all the skills, along with structure and vocabulary, in both passive and active form.
8. Never present incorrect forms of any kind.
9. Ask for translation only at advanced levels in college, and then only as a literary exercise and not merely as a check on comprehension.
10. Use a quality scale when subjective evaluation is necessary. (A quality scale is a series of responses varying in worth from best to worst, each bearing an evaluation.)

THE M.L.A. COOPERATIVE FOREIGN LANGUAGE TESTS

The M.L.A. Cooperative Foreign Language Tests are a new series of tests of competence in five languages—French, German, Italian, Russian and Spanish—designed for use in secondary schools and colleges. These tests were developed by the Modern Language Association and Educational Testing Service under contract with the U. S. Office of Education.

This is the first time that a series of tests—normed on national samples—has been devised to cover the four language skills: listening comprehension, speaking, reading, and writing. It is noteworthy that in no part of any test is a student asked to translate into or from English.

The lower level (L forms) were normed on secondary students completing one and two years of study and college students with two semesters of study. For all languages, L form norms are further differentiated for secondary students by type of instruction—traditional and audio-lingual.

The higher level forms (M forms) were normed on secondary students with three or four years of study, and college students completing four semesters of study. No differentiation by type of instruction is available for M forms.

It is recommended that these tests be made an integral part of the testing program of every language department.

CHAPTER VIII

THE ELECTRONIC INSTALLATION

The purpose of an electronic installation is to make foreign-language learning more effective than is usually possible without it. It is not a philosophy in and of itself, but it expresses one. It was never intended to nor is it capable of replacing the competent language teacher. It is a tool and as such it will yield positive results to the extent that it is used with imagination and planning. Basically, the purpose of the language laboratory is to supplement and implement the work done under the direction of the teacher.

Types of Electronic Equipment

When one refers to electronic equipment as a foreign-language teaching aid, the type which most often comes to mind is the language laboratory. Those responsible for making studies of or decisions about the type of equipment best suited to a given situation should, however, seriously consider what is commonly referred to as the electronic classroom. There are two important differences between a language laboratory and an electronic classroom: The electronic classroom serves as a combination classroom and room for electronic drill. The electronic classroom has no fixed booths. The language laboratory has booths and is installed in a separate room to which students are scheduled only for electronic drill. (For a comparison between the electronic classroom and the language laboratory see chart on page 46.)

Types of Installations

An *audio-passive* installation is one in which a student simply listens to materials recorded by the teacher or by a native speaker. If the student responds during pauses on the recording, he neither hears himself through his headphones nor records his responses.

In an *audio-active* installation the student hears himself as he responds to questions posed on the master tape. This is done by a system of interconnected microphone, amplifier and headphone.

The *audio-active-record* installation allows the student not only to listen to the master tape and hear his own responses over the headphones, but also to record both questions and answers on tape by means of a tape recorder installed in his booth or, in the case of a remote-control laboratory, in a nearby cabinet.

Installing Electronic Equipment

Here is a brief checklist[1] to be followed in the installation of electronic equipment:

1. Initial meeting of faculty and administrative officials.
2. Consultant assistance.
3. Accumulation of vendor information.
4. Visits to schools with electronic installations.
5. Writing of specifications.
6. Title III Office request for approval.
7. Advertisement for bids.
8. Bid opening.
9. Award of contract.
10. Installation.
11. Inspection by a qualified technician.
12. Faculty training period.
13. Placing the installation in operation.
14. Payment to vendor.

Selection of Equipment

Equipment should be chosen with a view to fidelity, durability, simplicity of operation and versatility. The equipment chosen in a particular case will depend upon the demands to be made upon it during the school day and the amount of money available.

Selecting the proper equipment is a job for both language teachers and administrative staff working together. It can be a long, time-consuming task. A year should not be considered as too much time in planning, such is the variety and complexity of equipment being offered commercially.

Visiting other schools which have language laboratory installations can be very instructive and revealing. Teachers and administrators can be most helpful in discussing their experiences, enthusiasms and mistakes. Copying exactly what another school has done is not always wise. Each situation must be considered individually and equipment should be tailor-made to suit the specific requirements of the school. Colleges and some private secondary schools, for example, usually face problems which differ from those of a public secondary school where students are present only during a scheduled part of the day. This is to say that each feature of equipment should be examined in relation to what it contributes to the instructional program.

Here is a list of basic considerations in selecting electronic equipment:

1. What type of equipment will best serve the pedagogical philosophy of the language department?

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[1] David M. Crossman, *The Electronic Classroom: A Guide for Planning*. New York State Department of Education, 1964, p. 19. See Chapter IV for a description of each item listed above. Appendix A of this same publication gives "Sample Procurement Specifications for An Electronic Classroom."

2. What is the number of students and courses which the equipment will serve?
3. How will the facilities be scheduled according to groups and according to time?
4. Will the equipment be used during regular class periods by the entire class under the instructional supervision of the teacher, or will it be used as a library facility by individual students in special periods during or outside the school day?
5. Will enough equipment be provided to accommodate the largest foreign language class or will the students in a class have to rotate in groups?
6. Given the case where class size is limited by school policy, will enough student positions be made available so that no major problems arise whenever a few of the positions are not functioning because of temporary electromechanical malfunctions?
7. Will sufficient facilities be provided to allow regular use of the laboratory at all levels and not only for beginning students?
8. If a language laboratory is decided upon, will it be used exclusively for laboratory work or for a variety of activities?
9. If student recording facilities are to be purchased, what should be their proportion to the less costly audio-active student positions?
10. Will there be adequate facilities for testing the speaking skills if there is to be no individual recording equipment?
11. How many program sources should the master console have incorporated into it and what is the best location for the master console—in front where the teacher can face the students or in the rear where student activities can be better observed?
12. Will the master console be placed on a raised platform to improve the teacher's view of the students and will the booths be so arranged that every pupil will have a clear and unobstructed view of projected visual materials?
13. Will the equipment be so arranged and be of the type to permit future expansion at minimum cost?
14. Will the company installing the equipment be able to service it on short notice and on a regular basis?
15. What are the prospects of the equipment's manufacturer still being in business five years later?
16. What kind of warranty is included, and what does it cover?
17. Is the quality of the system weakened by inferior headphones or microphones?
18. Is the equipment capable of withstanding heavy-duty day-in-day-out use?

These questions give some idea of the details involved in planning an electronic installation. It is not a task for one person to undertake, and administrators would do well to ask the advice of an unbiased technical consultant as well as that of the teachers on the staff who will be using the equipment on a regular basis.

Location of The Language Laboratory

The language laboratory should be so located that noise from outside the school as well as inside will be at a minimum. It is also very important that language classrooms be immediately adjacent to the laboratory so that direct passage from the classroom to the laboratory is possible without the use of a corridor. The size of the room which is to contain the language laboratory must also be considered. The floor area should not be less than thirty square feet multiplied by the number of student positions so that, for example, a thirty position laboratory would not be squeezed into a room having less than 900 square feet of floor space. In planning a laboratory for an existing school, this could prove to be more of a problem than would be the case if the school were still on the drawing boards. Nevertheless, every effort should be made to avoid adding to the already cramped feeling one sometimes gets when confined in a student booth. Finally, a storeroom for audio-visual equipment and a workroom properly sound-proofed and immediately adjacent to the laboratory, must be considered as most important. Provisions for the proper storage of tapes must also be included.

Sound Control, Lighting and Ventilation

Since the student of a modern foreign language is required to hear and imitate sounds which are new and strange to him, it is imperative that he be allowed to do so in an atmosphere conducive to this end.

Much attention must, therefore, be given to soundproofing. Acoustic ceiling tile is desirable. Cork floors are often recommended though a better sound-proofing job can be done, and generally at lower cost, with wall-to-wall carpeting. Carpeting is easier to maintain and has a definite psychological effect upon the students with regard to neatness, care of the laboratory equipment in general and overall discipline.

Lighting is of the utmost importance. Fluorescent lighting must be properly grounded. It must be of the low-noise ballast type and should be installed with shielded cable and special components. Incandescent lighting is often strongly recommended by experts and should be considered. Windows should be properly equipped with darkening facilities for projection purposes.

Ventilation must not be overlooked. Laboratory equipment generates heat and makes forced ventilation imperative. Windows with southern exposure add to the unwanted heat on sunny days.

Organization and Administration

If a language laboratory installation is to successfully complement a foreign language program, it must be carefully organized and intelligently administered. The decision must first be made as to whether the laboratory will be used as a class system or as a library system. Laboratory time then has to be scheduled accordingly. Problems of supervision and discipline must also be worked out. Operational and administrative duties have to be delegated and finally the use of the laboratory must be periodically evaluated to ensure that it is yielding effective results.

a. Class System or Library System

There are two kinds of language laboratory systems: the class system in which laboratory work is scheduled by classes and the library system in which laboratory work is conceived as comparable to library work, students attending at their own convenience, or scheduled at times unrelated to their language class meetings. Secondary schools, with their more rigid schedules usually find it difficult to provide their students with a library-type program. It is, however, the only one which can make full provision for the extra hours of practice time so important in foreign language learning and should be considered.

b. Scheduling

In scheduling laboratory time, it must be determined how often students will use the laboratory and for how long. Will they use it twice or three times a week, or every school day? Will the lab periods be of thirty-minutes duration or twenty minutes? Every language teacher in the school should be encouraged to use the laboratory *at least* twice a week for twenty-minute sessions. Language laboratory drill sessions lasting more than thirty minutes are not to be encouraged at the secondary school level.

Secondary schools generally use the class system and schedule laboratory practice as part of the regular language class time. Experts in the field seem to agree that a half-period of laboratory work per day would be ideal. This, however, reduces actual teaching time in class to a dangerously small amount.

Schools should consider a library system in which the students would be allowed their choice of study period each day when they would attend the laboratory. Once the choice is made, that would be their laboratory period for the year and they would be responsible for attendance and work. Use of the laboratory in this fashion would be comparable to English or History homework done in the school library. Laboratory work would not be considered as class work but as homework for classroom recitation and practice of what is taught in class. Such a method of scheduling might be out of the question for a small school with only one language teacher and no one to supervise the laboratory while the teacher is in the classroom. It should be considered, though, wherever feasible.

c. Supervision and Discipline

Supervision in the laboratory for the purpose of discipline should be unnecessary. If it is, then there is probably something wrong with the program. Either it bores the student because it offers him little or no challenge or it frustrates him because it is poorly integrated, or dull, or too difficult. Correct the causes of student mischief and the necessity for disciplinary supervision will be all but non-existent.

Supervision for improvement of the learning process, however, is vital. There must at all times be a responsible person present while students are using the laboratory. In a school using the library system this could be an assistant, but most often it will be a foreign language teacher. Whatever the case may be, the person in charge should be able to make minor repairs and keep the equipment in good order. Other duties would involve checking attendance and issuing and filing tapes. But especially, he must be capable of and expected to monitor the students' practice, conduct drill sessions, prepare tapes and generally perform the instructional activities essential to a successful laboratory program.

d. Operational and Administrative Duties

Care must be taken that the operation and administration of language laboratory facilities not place undue burdens on teachers. If teachers must supervise extra laboratory sessions, this should be considered as either class duty or special activities duty.

Teachers should not have to prepare large amounts of recorded practice materials. Production of lesson tapes of superior quality requires the cooperative effort and planning of several people. Besides, considering the wide choice of commercially available professional tapes, this chore can be a waste of valuable time which should be better channeled to more productive areas.

Teachers should not be expected to perform the maintenance and repair work required for most equipment. Shall chores can be delegated to student assistants so that professional time can be spent with more important matters.

e. Evaluating the Use of the Laboratory

In order to achieve the most effective results from language laboratory facilities, teachers and administrators will want to have a continuing program of evaluation of the use of the equipment in instruction. Since the results depend more on the methods and materials used in the laboratory than on the equipment, the effectiveness of the laboratory must be considered in relation to the total language program, to the improvement of teaching techniques and teacher performance as well as to student performance. No laboratory equipment, however elaborate, will be a panacea for the ills of poor teaching.

Comparison Between Electronic Classroom and Language Laboratory[1]

	Electronic Classroom	*Language Laboratory*
Cost (1 teacher)	$50-80 per student less than language laboratory.	More expensive.
Cost (3 teachers)	Each full-time language teacher would require an electronic classroom. Therefore, for a school with three or more teachers the financial advantage would be on the side of the language laboratory.	Less expensive.
Room Flexibility	Classroom can be used for other subjects: English, Social Studies, etc.	The language laboratory does not lend itself to effective classroom work in other subjects.
Teaching Flexibility	With an electronic classroom a teacher can go directly from explanation and demonstration to practice.	With a language laboratory shared by several teachers, each teacher is obligated to adhere to a schedule, which could mean explanation on one day, no practice until the following day.
Grouping	The teacher has all his students in one room where he can observe all of them while working with small groups for face to face oral work.	The teacher cannot, because of the booths and the distance between students, work effectively with groups in the laboratory. He would normally work with students individually through the intercom system.
Electronic Intercommunication for Individual Help	Electronic intercommunication possible from main console.	Electronic intercommunication possible from main console.
Recording Facility	Recording facility at console possible.	Recording facility at console possible.
Psychological Isolation	Provided by earphones only.	Provided by earphones and booths.
Noise Level	May be satisfactorily reduced by using quality earphones, padded with material which will adjust to the shape of the wearer's head, and by proper use of the microphone.*	A noticeable improvement in noise reduction may be obtained with booths of good quality sound-absorbing material. These booths must extend well above and in back of the student's head.**

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[1] West Virginia State Department of Education. *Modern Foreign Languages: Grades 3-12.* 1963. pp. 100-102.

*When the microphone is held within less than an inch of the student's mouth, the gain (volume) may be turned down so low that no other voices will be picked up.

**Both in the language laboratory and in the electronic classroom, consideration should be given to applying sound-absorbing material to the ceiling, walls, and floors. This material should be installed under the direction of an acoustical engineer, since too much sound-absorbing material will adversely affect sound quality from a loud speaker or a live voice. Sound received through earphones would not be affected.

CHAPTER IX

AUDIO-VISUAL AIDS

When we speak of audio-visual aids, we should keep the three words equally in mind. "Aids" implies that we are not talking about an independent and complete teaching device. Audio-visual aids are not expected to do the teacher's job, but they will help him to implement his methods and will increase the effectiveness and scope of his teaching. "Audio" implies whatever pertains to sound: emission and reception. Quite naturally, hearing and speaking being essential skills, the audio has been emphasized in foreign language teaching. Such emphasis has too often had the unfortunate result of allowing visual elements to be neglected. The blind can be taught to speak; other senses tend to replace the sense of sight. However when the sense of sight is present it should be put to work in the learning process.

The basic purpose of language is communication. Communication can take place only within a shared environment. Acquiring a new language means forming a new series of habits, a new pattern of behavior. Behavior again implies environment. Classroom situations offer a very limited field of experience or environment. A basic dialogue has to develop a situation if it is to be effective, both culturally and linguistically. Pictures can illustrate this development and act as a reminder to the student of the oral expression that he is in the process of learning. Unillustrated books and lessons will not teach as effectively. This does not mean that any illustration is advocated or that a book the content of which is half photographs is to be necessarily preferred to another one. Choice and presentation are essential. The purpose of this chapter is to discuss visual aids briefly, so as to offer a few landmarks and allow for plenty of flexibility for the teacher to cope intelligently with the situation in his school.

SIMPLE VISUAL AIDS

Books and Related Illustrations

When choosing a textbook we naturally examine the text first. The attractiveness of presentation comes only as a secondary factor, but should not be underestimated. The best book is the book that combines excellent linguistic progression and contents and carefully selected illustrations. The printed text ought to be easily covered by a flap or a piece of opaque paper or cardboard to allow conversation on the picture only, to explain new words and structures, as well as to review a lesson.

Some methods available on the market have large cardboard pictures that can be used in connection with each lesson when books are closed. Independent series of pictures are also available. Usually they are too rich to allow for an easy exploitation; the student's attention is not easily enough focused on what is important. However, if a school has already purchased such material, whatever is related to an already mastered lesson may be used. This provides for a useful revision and might be a step toward freeing students from word-for-word repetition of a dialogue learned by rote.

Other methods have smaller flashcards, easy to handle and of very simple design. They are useful for the teacher who does not feel he is capable of making his own drawings. The danger is in saying merely, "This is a ————" instead of integrating the item into a situation. When the teacher has to impersonate alone several speakers, it is possible to show such pictures just to help the students to realize who is supposed to be talking.

Decoration of The Classroom and Laboratory

Whenever a teacher has his own room or shares it with other language teachers, a foreign atmosphere should be created by a judicious display of posters on the walls. Selected views of the foreign countries whose language is being studied, also technical material, such as charts and diagrams in the foreign language about cars, aircraft and ships, should be displayed. These materials are often available free of charge from foreign countries. By being exposed to them—and not made immune to them by a too long exposure to the same material—students will absorb some cultural features and some extra vocabulary. When the lesson is related to elements found in such posters, it is helpful to draw the students' attention to the fact. Another idea is to have a bulletin board for which the students themselves will prepare suitable materials related to the lesson or unit studied. Magazines and catalogues are helpful. Needless to say, some control of the appropriateness and correctness of the linguistic content is needed.

A map of the foreign country is indispensable. Physical features (mountain, rivers, main cities, railroads and canals) should, if possible, be given preference over purely political divisions, however colorful these may be. The ideal map shows everything of importance as clearly as possible. A sketch map without anything written on it can be useful for reviewing purposes. It can be painted on a section of the blackboard and completed at will with chalk to draw attention to particular points.

An illustrated frieze with the principal dates in the history of the country can run around the classroom, providing ready reference. Similarly, the board can be usefully framed with key-references in phonetics (international symbols and easy key-words for illustration).

The Blackboard

The blackboard can be used as a real visual aid. If permanent aids are lacking, sketches may be quickly drawn. Grammar may be taught with colored chalk, using a code for the different colors (blue for mute letters, white for radicals, orange for feminine endings, *etc.*). Students with a visual memory can greatly profit by this aid, once writing has been introduced at its proper place in the course.

VISUAL EQUIPMENT

All the types of projectors described here can be used in different ways. They are not all necessary. However, as some schools may already have them available, a brief exposition on their use is warranted. The purpose and value of the equipment, not the manipulation, will be discussed. As a rule, it takes only a few minutes to learn how to handle such teaching tools; it is better to get acquainted with all the little technical problems before using any apparatus with the students. If the teacher feels uneasy, one of the students will always be willing to operate the equipment. However, the teacher is always the person who decides when, how, and how long to use such equipment.

Opaque Projectors

Modern advances may overcome some of the disadvantages of this piece of equipment but at the present time it requires an almost total darkening of the room, thus preventing the easy taking of notes, straining the eyes and sometimes making discipline more difficult. Because of this shortcoming it is not recommended for purchase. However many schools have an opaque projector and few teachers use it. The language teacher can easily have it and use it to show photos, postcards, essays, pages from books, charts, maps, diagrams, *etc...*

Overhead Projectors

We highly recommend this projector. Most modern photocopy machines produce transfers on overhead transparencies from practically any document. With an inexpensive special pencil, you can draw and write on the acetate roll while facing your class. The overhead projector is especially well-adapted to the use of overlays. These overlays are helpful for maps, diagrams, and the presentation of structures. Commercial companies are already producing many large transparencies and overlays for social studies and science classes, many of which can effectively be used in the language class. No doubt authors of foreign language texts will soon think of supplementing their series by such materials.

The overhead projector is the ideal "white board," particularly for dictation. The overhead can also be used in the teaching of reading in the early levels and writing on all levels thanks to its flexibility with successive overlays and to the ease with which the teacher can make corrections visable to the entire class.

In most models the lamp is strong enough to allow the projector to be used in a classroom without having to pull the blinds down. Manipulation is reduced to a minimum.

Filmstrip and Slide Projectors

Some of the best audio-lingual methods now available are based on the use of a carefully prepared filmstrip to be shown in conjunction with listening to the tape. Some publishers have also produced filmstrips as supplementary materials. In most cases, there is a sound signal on the tape to help the teacher turn the knob at the right moment so that every part of the basic dialogue is accurately illustrated. In some cases a code of colors helps the student to realize what tense is being used.

Needless to say passive viewing and listening is not advocated. There should always be a conscious effort at repetition and memorization in the early stages. When memorization has been achieved, the student should continue to put conscious effort into improving his pronunciation. Students can be motivated to a recall repetition when shown the filmstrip without the tape. The filmstrip can be shown alone and questions asked to evoke parts or recombination of parts of the basic dialogue or narrative. A teacher can use any given picture as long as he wishes. Pictures can be used in connection with drills in the laboratory. The authors of such methods recommend procedures for the best use of their materials, which have been well tested before being offered to schools. Prices are usually quite reasonable.

Slides and other independent filmstrips can, of course, be shown as an illustration of cultural background. Cathedrals, monuments, reproductions of famous paintings are easily available in series of slides among which the teacher can make a choice. In most types of automatic projectors, the whole lesson can be programmed ahead of time. Remote-control devices allow the teacher to move about the classroom if he so prefers.

Some teachers may want to make their own slides to illustrate specific units with the collaboration of some of their students. This can be one of the activities of a school photography club.

Though earnestly recommending the use of projectors whenever useful and practicable, we wish to remind beginning teachers that such projections are only a part of a period devoted to foreign language teaching and should not take more than half of such a period. They must not be passive for the students but an aid to help them recall and speak the foreign language.

Film Projectors

Some modern programs present their basic dialogues by film. If the school can afford such a program, it is one of the best ways of motivating students. Coordination can help a school system to buy one set of films that could be used by up to 8 or 10 teachers, thus lowering the investment for each school. Teachers will have to organize their classes to make sure the film corresponding to the unit they wish to work on will be available at the right moment.

Any sound film can also be shown silent with the students required to speak instead of actors. Cultural films may sometimes have too difficult a commentary. It is easy to shut off the sound and provide one's own. The recording should be done by a native speaker. Foreign government agencies frequently provide cultural films free of charge or at a nominal fee. Such resources are too often neglected. Amateur 8mm home movies can be made in connection with specific lessons. Whenever the description of an action is concerned, a short animated sequence is to be preferred to a slide.

There are now available rear-projectors, with loop-films in plastic cartridges, requiring practically no handling. Some commercial methods are already on the market. Home movies, for instance for the active review of conjugations, can also be adapted to an endless loop.

Whatever the sort of film used, it must be borne in mind that no machine teaches by itself. Good teaching with machines implies both preparation and follow-up in order to be effective. Whereas continuity in methodology is strongly advocated, monotony must be equally avoided. Projections can be a great help if they are well chosen and varied in form and scope—and always call for active student participation.

RADIO AND TELEVISION

Regular educational foreign language radio and television programs may be available in your district. Broadcasting times are usually known long enough in advance to allow administrators and teachers to organize schedules so as to make them available to students. If this is not possible, a good idea is to dub the sound on tape and then use the tape in class. Other selected programs can be used in the same way. A few years from now video-tape will be inexpensive enough to be within the reach of school systems. The school of tomorrow can be envisioned as a large regional cooperative school. The best teachers and the best visual aids will be made available by a combination of closed circuit television in classes and laboratory booths and micro-wave relays allowing the broadcasting from one school to another of several lessons simultaneously on different channels. Yet the burden of supervision and follow-up will always rest on the teacher. Every teacher would also actively cooperate in the making of the programs, making his strong points available to hundreds of students and letting others take over when they can do a better job.

Generally speaking, the foreign language teacher tries to make the best of any usable audio-visual aids available, not only for use in class, but also for his personal cultural enrichment, by which, in turn, his students cannot fail to profit. The foreign language teacher may find valuable inspiration in the aids used by some of his colleagues; the social studies maps or science films and overlays. Imagination and judgment are two keys to progress.

CHAPTER X

THE PROFESSIONAL LANGUAGE TEACHER

Recent developments in the teaching of foreign languages have made it clear that the key factor in an effective foreign language program is the teacher. This point has been emphasized in the report of the 1958 conference sponsored jointly by the National Education Association and the Modern Language Association of America:

> No matter how much equipment a school provides for the improvement of the modern foreign language program, the crucial factor will always remain the teacher. He must be not only an able teacher but a specialist with a fluent command of the language he is teaching and an intimate understanding of two cultures: that of his own country and that of the country whose language he teaches.[1]

To merit such teachers, the school has the responsibility of assuring them a situation that will be productive of the highest professional growth. Speaking of the administrators and supervisors who must cooperate with the language teacher, the following advice is given:

> They will find that the teacher will work best and most effectively when he has assurance and guidance, ample time to do the job well, a salary commensurate with the value of his subject, satisfactory equipment, and those many little extras that enable him to teach creatively. Among the last may be included:
>
> 1. Time to keep informed about the latest research, progress, and new materials in his field.
> 2. Time to prepare suitable classroom and laboratory materials for his pupils.
> 3. Time to work individually with pupils.
> 4. Time to visit other schools with similar programs.
> 5. Time to participate in study groups and workshops.
> 6. Time to develop extra-curricular activities such as language clubs and plays.
> 7. Time and financial assistance to attend professional meetings.
> 8. A budget for purchase of audio-lingual materials, films, slides, foreign language newspapers and magazines.
> 9. Encouragement to participate in summer workshops, language institutes, and to travel.[2]

The language teacher, on the other hand, also must assume certain responsibilities and possess basic qualifications in order to deserve such support and encouragement.

Competency in Four Basic Language Skills

Today's teacher must be competent in the four basic language skills. His educational record must indicate that he has been as solicitous in preparing to teach audio-lingual skills as yesterday's teacher was in learning the graphic skills. No person can be accepted as a professional language teacher unless he has achieved "functional control" in the foreign idiom. It seems inconceivable that preparing teachers are still permitted to enter literature courses without this functional control. We heartily applaud the 1964 Northeast Conference Report on Foreign Language in Colleges and Universities which states that ". . . before being allowed to enter courses in which intellectual content or aesthetic appreciation is the main concern, all students must reach a level of proficiency in all four language skills that permits them to function easily in a class conducted entirely in the foreign language."

Culture and Civilization

The world of today demands that the foreign language student develop healthy, accurate and positive attitudes toward the culture and civilization of the people who speak the language he is studying. In fact, the most forceful argument to be made in favor of a strong foreign language program in any school is the fact that language study is giving the American student a first-hand experience in a culture and civilization other than his own. No unit in any other area of the curriculum can approach the impact created by foreign language study in breaking the mono-cultural barrier of the American student. This places the foreign language teacher in a key role in the education of the American student for world citizenship.

Thus will language teachers recognize their total involvement in aspects of civilization and culture in teaching even the beginning courses in the program. At the intermediate level, proficiency in all four skills can be developed through topics of cultural interest. Finally, the advanced student will be challenged to seek knowledge, education, and enjoyment in terms of the foreign language. His concept of the foreign people will be broadened beyond the bounds of literature, and he will learn to view language as a social phenomenon.

There is no better way for prospective candidates to the profession to grow in this respect than by spending some time in the foreign country. Such a purposeful visit will supplement college courses in civilization, art, philosophy, and literature.

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[1] Wilmarth H. Starr, Mary P. Thompson, and Donald D. Walsh (editors) *Modern Foreign Languages and the Academically Talented Student,* Report of a conference sponsored by the National Education Association and the Modern Language Association (New York: Modern Language Association Foreign Language Program).

[2] Iowa Cooperative Curriculum Development Program (Des Moines: State Department of Public Instruction, 1963), *Modern Foreign Languages for Iowa Schools,* p. 35.

The foreign language teacher should not neglect area studies of non-literary and non-linguistic nature. It is highly desirable that he add courses in anthropology, sociology, government and geography, and in the history of the people who speak the language he is studying. (See section 9.2.2.3.—Area Studies, page 55 of the *1964 Northeast Conference Reports.*)

Applied Linguistics

No teacher should presume to teach a modern foreign language if, by his training and his personal study, he has not been made aware of the linguistic make-up of both English and the foreign language.

While engaged in teaching the foreign language to American students, the teacher will need to know and anticipate the structural as well as the phonetic interference problems which must be taken into account in hastening the mastery of the foreign language skills by his students.

N.D.E.A. foreign language institutes, in their attempt to redirect and stimulate the foreign language teacher, have strongly emphasized the application of new linguistic principles in modern foreign language study. To our new teachers who are still being denied the opportunity to study general and applied linguistics in their teacher preparation programs, we can offer no better counsel than to urge them to apply for admission to an N.D.E.A. institute as soon as possible after they begin their teaching duties. We trust the day will come when colleges and universities will accept the responsibilities in teacher preparation that N.D.E.A. has had to assume in their stead.

For additional considerations on this subject, we refer the reader to an article in the March, 1964, issue of *The Modern Language Journal* (pp. 146-151) entitled "The Impact of Linguistics on Language Teaching: Past, Present and Future" by Robert C. Politzer.

Professional Preparation

The complexity of a modern language program demands that teachers be schooled in methods of foreign language teaching. Learning a foreign language is so unlike learning one's native tongue that specialization in teaching techniques is a prerequisite for successful language teaching everywhere.

Teaching audio-lingual skills, graphic skills, and the content which is the proper subject of these activities demands practice teaching of them under the direction of a master teacher. All of us learn on the job, but ineffectiveness and frustration will meet the beginning teacher who ignores the basics of sound foreign language pedagogy. Without this type of training the teacher will soon find himself baffled and confused by the mushrooming of new materials in the foreign language field. Professional preparation will enable him "to experiment with and evaluate new methods and techniques," to quote the M.L.A. qualifications statement for teachers of modern languages.

Again, we urge all teachers who have not had a recent methodology course in modern foreign language teaching to correct this deficiency without delay. This may be done by means of an extension or a summer course, or by attendance at an N.D.E.A. Foreign Language Institute.

PROFESSIONAL ASSOCIATION

Members of any profession show their professional interest by participation in an association. There are problems inherent in the modern foreign language teaching profession that are far beyond the teacher's ability to solve as an individual. Each of us has a responsibility to enter into discussions and work toward the solution of the most pressing problems. The professional teacher refuses to isolate himself behind the classroom door, there to do his best, caring less what the rest may be up to.

New Hampshire teachers have a choice of several associations. As a result of his membership, the teacher will usually receive a subscription to a professional review. While many of these carry articles somewhat remote from the average high school language classroom, an increasing concern for contributions of practical classroom value has been evident. These journals also carry notices of meetings and professional opportunities, information on projects for the classroom, new techniques for improving instruction, and reviews of new texts and other publications.

We urge all teachers to become members of their respective A.A.T. groups. New Hampshire teachers may join the State chapter of the A.A.T.F.—American Association of Teachers of French; the State chapter of the A.A.T.S.P.—American Association of Teachers of Spanish and Portuguese; or the Northern New England chapter of the A.A.T.G.—American Association of Teachers of German. Membership in each one of these groups will entitle the teacher to a subscription of the official publication: *The French Review, Hispania*, or *The German Quarterly*. The quarterly publication for Russian teachers is *The Slavic and East European Journal;* this is the official publication of A.A.T.S.E.E.L.—American Association of Teachers of Slavic and East European Languages. Membership in all of these associations is open to any public or private school teacher of modern foreign languages at any level of instruction. Membership dues for each association are usually payable to the secretary-treasurer at the fall meeting. Each group customarily meets twice a year: in the fall and in the spring.

Other professional associations which our teachers are encouraged to join include the following: (1) the M.F.L. Section of the New Hampshire Education Associations: (2) The Department of Foreign Languages of the National Education Association (DFL-NEA): (3) The New England Modern Language Association (NEMLA); and (4) The Modern Language Association of America (MLA).

Professional Reading

In addition to the publications of the various language teacher associations mentioned above and the Reports of the Northeast Conference (described in Appendix B), *The Modern Language Journal* is especially recommended for language teachers at all levels. The Journal is "devoted primarily to methods, pedagogical research, and to topics of professional interest to all language teachers." It is published eight times a year by "The National Federation of Modern Language Teachers Associations." The following associations are listed among the constituent associations of the NFMLTA: NEMLA, AATF, AATG, AATSEEL, AATSP. Membership to the NEMLA also includes a subscription to *The Modern Language Journal*.

Additional information concerning professional associations and publications frequently appears in the two foreign language newsletters regularly published in New Hampshire: (1) *The New Hampshire Polyglot*, published by the State Department of Education, Concord; and (2) *N. H. Foreign Language News and Views*, published by the University of New Hampshire, Department of Foreign Languages and Literatures, Durham.

Qualifications Statement prepared by the Steering Committee of the Foreign Language Program of the Modern Language Association and endorsed by 18 national or regional language organizations.

COMPETENCE	SUPERIOR	GOOD	MINIMAL	NOT QUALIFIED
1. AURAL UNDERSTANDING	Ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays and movies.	Ability to understand conversation of average tempo, lectures, and news broadcasts.	Ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.	
2. SPEAKING	Ability to approximate native speech in vocabulary, intonation, and pronunciation (e.g., the ability to exchange ideas and to be at ease in social situations).	Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.	Ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native.	
3. READING	Ability to read, almost as easily as in English, material of considerable difficulty, such as essays and literary criticism.	Ability to read with immediate comprehension prose and verse of average difficulty and mature content.	Ability to grasp directly (i.e., without translating) the meaning of simple, non-technical prose, except for an occasional word.	
4. WRITING	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.	Ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.	Ability to write correctly sentences of paragraphs such as would be developed orally for classroom situations, and to write a short, simple letter.	
5. LANGUAGE ANALYSIS	Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation.	A basic knowledge of the historical development and present characteristics of the language, an awareness of the difference between the language as spoken and as written.	A working command of the sound patterns and grammar patterns of the foreign language, and a knowledge of its main differences from English.	
6. CULTURE	An enlightened understanding of the foreign people and their culture, achieved through personal contact, preferably by travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts.	Firsthand knowledge of some literary masterpieces, an understanding of the principal ways in which the foreign culture resembles and differs from our own, and possession of an organized body of information on the foreign people and their civilization.	An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the foreign people.	
7. PROFESSIONAL	A mastery of recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.	The ability to apply knowledge of methods and techniques to the teaching situation (e.g., audio-visual techniques) and to relate one's teaching of the language to other areas of the curriculum.	Some knowledge of effective methods and techniques of language teaching.	

APPENDIX A

THE BILINGUAL STUDENT

The inclusion of bilingualism as a topic of discussion at both the Annual Meeting of the Modern Language Association of America in December, 1964, and the Northeast Conference on the Teaching of Foreign Languages in April, 1965, is indicative of a new interest in this important foreign language problem. The situation has been dramatically summarized in the opening paragraph of the 1965 Northeast Conference report entitled "The Challenge of Bilingualism" (A. Bruce Gaarder, U. S. Office of Education, as Chairman):

> There is a multi-million-pupil question at the American educator's door, to which the times at last are demanding an answer. Bluntly put, it is this: in view of our country's need for citizens highly competent in foreign languages, in view of our vast expenditure of energy and funds to teach foreign languages, why does virtually no part of the effort and money go to develop and maintain the competence of those 19,000,000—children and adults—who already speak the languages natively? Why is it our public school policy to ignore or stamp out the native competence while at the same time undertaking the miracle of creating something like it in our monolinguals?

New Hampshire has its share of ethnic groups who come under the category of bilinguals, notably the Franco-Americans of Canadian descent. In a recent issue of the Boston Globe (June 13, 1965), Mr. Leonard Lerner, Canadian affairs editor, quotes the latest U. S. Census Bureau figures to stress the large number of Franco-Americans in New England:

> . . . the total number of persons now residing in Massachusetts who were born in Canada or have at least one parent born in Canada is a staggering 547,236! In Rhode Island, 78,219; in New Hampshire, 105,653; in Maine, 163,209; in Vermont, 52,438.

During the past year, teachers of French in our State have had the opportunity to hear a native Frenchman's views on the teaching of French to students of a Franco-American background. Monsieur Raymond A. Hickel from Epinal, France, visiting French language consultant to the New Hampshire State Department of Education (1964-1965), summarizes his observations in the section that follows.

TEACHING FRENCH TO FRANCO-AMERICANS

The teaching of French to students of a Franco-American background is a delicate responsibility that needs to be tactfully handled by everyone concerned. Most Franco-Americans now at high school level belong to a third generation and the situation at home is not necessarily the same for everyone. Most of them consider that English is their natural national language, but are still exposed to "Canadian French" at home, with their grandparents and other relatives. Religious and linguistic backgrounds are often intimately tied together.

Nevertheless, their exposure to French from early childhood makes them naturally bilingual. Even if they are not fluent in French, even if their French has been contaminated by anglicisms, even if the flavor of their accent is not standard modern French—they cannot be considered beginners. They have acquired feel for the language and therefore a linguistic superiority over monolingual students. It is an asset on which they should be encouraged to capitalize. Any feeling of shame for a non-Yankee background should be eliminated. They should think of themselves as one of the country's major resources in language teachers, employees in foreign projects, etc. Whenever possible, a special group of such students should be set to work apart from real beginners —for their own good and to avoid discouragement among the monolingual students.

After a year of special French, Franco-Americans could be given a test and based on the results many of them could be enrolled in advanced courses. Others could be encouraged to begin the study of a second language.

If the number of Franco-Americans is not sufficient to allow for a special course, every effort should be made to group them as a special section of the regular French sequence and give them special assignments. Let them feel neither superior nor inferior in any respect, but "different" linguistically.

Since they have already acquired the basic skills of understanding and speaking from early childhood, emphasis should be put at the beginning on phonetics. One way of convincing them tactfully of such a necessity is this: let them listen to announcers of Radio-Montreal or other French-speaking radio stations easily picked up on any good receiver throughout New Hampshire, and compare the accentless standard French they will hear with the equally accentless French of a good, educated native speaker from France via some recording. Then, let them listen to more or less famous voices from both Canada and France, all flavoured by idiosyncrasies of various regional accents. This might convince them that there is nothing wrong in having a "home" accent as part of one's personality—but that for the sake of international communication between Canadians, French, Belgians, Swiss, Tahitians, and Madagascar citizens, not to mention many others, there is an educated *standard French* that is taught to all these different people, and will be taught them as well. The misleading and offensive expression "Parisian French" should be avoided. It is inaccurate and unpalatable to forty million French natives anyway. Once the psychological problem has been solved, half the battle is won. Needless to say, tapes and an intelligent use of the language laboratory will help win the other half.[1]

Vocabulary can be enriched by making full use of Canadian radio and television (in the areas of the north where such video broadcasts are available at the cost of an extra antenna), films with a French sound-track, a review of the other subjects already studied in the standard curriculum conducted in French, with the help of handbooks written in French and published in the United States, Canada, France, Switzerland or Belgium. Students can be provided with magazines used in French-speaking countries and asked to report in French to the others about one particular article, etc.

Grammar can be taught on the secondary level in the same spirit as it is taught in French-speaking countries, where grammatical and logical analyses are usually mastered by ten-year-old students in elementary schools. However, frequent recourse to pattern practice is advocated. Suggested procedures such as dictations followed by questions are recommended. Questions may be half grammatical, half of the comprehension type. They are the natural introduction to the teaching of *composition* (a French *dissertation* is not prepared or presented as an English essay). Teachers can find helpful hints in school handbooks published for French-speaking countries or ethnic groups of French cultural background.

Civilization and literature can be approached by discussing excerpts from various writers, journalists, *etc.* ("explication de texte"). A valid approach to civilization could be to start with an evaluation of the French heritage in countries other than metropolitan France—including, of course, Canada and Louisiana, but in the general world context. Then, the logical next step is to study the evolution of institutions, ways of life, manners, *etc.*, in France itself—with many illustrations from literature and other arts. French contributions to sciences and the advance of modern techniques can be studied by personal inquiries and reports if the school library is well provided. The spirit of such teaching is not to indulge in senseless propaganda, but to help our students to realize that the French have engaged in other activities than chopping Kings' heads and selling champagne, and brought their fair share toward the progress of mankind, including the highest ideals of democracy.

Franco-Americans ought to be encouraged to exchange tapes and correspond in French with pen pals in other French-speaking countries all over the world and in France in particular, not only to hear from them about their ways of life, but better to explain to them who and what we are, and why we are proud to be Americans.

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[1] See *Cours de Langue Française Destiné aux Jeunes Franco-Américains,* Gérard-J. Brault, editor. Philadelphia. U. S. Office of Education. contract, 1963. This text has recently been revised and is available to schools under the auspices of the Franco-American Teachers' Association. Contact Mr. Elphège Roy, Memorial High School, Manchester. N. H.

APPENDIX B

THE NORTHEAST CONFERENCE REPORTS

The Northeast Conference on the Teaching of Foreign Languages, Inc.

Since its organization in 1953 the Northeast Conference has played a role of steadily increasing significance in the improvement of foreign language teaching at all levels in the northeast and in many other parts of the country. Delegates and registrants come to the annual meetings from all over the country because the Northeast Conference is the only purely pedagogical conference that deals with foreign languages.

The structure of the Conference is a small number of working committees each of which meets periodically during the year, writes a report, and discusses the report in open forum at the Conference. The committee reports are printed and mailed out to sponsors' representatives and other participants in time to be read before the Conference.

It is recommended that school systems in the State adopt the practice of becoming an annual sponsor for this Conference. The Conference is entirely supported from registration and exhibitors' fees and from sponsorship by schools and colleges and educational groups each of which contributes $25.00 (or more) a year.

Sponsorship carries with it certain privileges: the names of sponsoring institutions or associations and official representatives are printed in the program. Each representative becomes a member of the Corporation for the current year, receives free registration and a free copy of the reports of the working committees. Also, as a member of the Advisory Council, the representative attends the Advisors' luncheon and the meeting that evaluates the proceedings of the Conference, elects new members of the Board of Directors, and guides the Board in planning for future meetings.

The Reports of the Working Committees

The Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages have, since the beginning, dealt in depth with the most significant problems facing the profession. We can recommend no better comprehensive source of information, whatever be the problem, than these reports.

In order to give a picture of the breadth of interest and the variety of problems discussed at the Northeast Conference in recent years, the following list is appended for your reference. Reports for the years 1954-58 may be obtained either in microfilm or in full-size, black-on-white Xerox reproduction from University Microfilms, Inc., 313 No. First Street, Ann Arbor, Michigan, which will supply prices upon request. Reports for 1959 on, may be obtained at $2.50 per volume from: The Materials Center, Modern Language Association, 4 Washington Place, New York, N. Y. 10003.

1954 Reports of the Working Committees (Hunter Kellenberger, Editor)

- The Qualifications of Foreign Language Teachers (Stephen A. Freeman)
- Foreign Language Instruction in Elementary Schools (Arthur M. Selvi)
- Tests: Listening Comprehension; Other Skills (Nelson Brooks)
- The Teaching of Literature (Norman L. Torrey)
- The Role of Foreign Languages in American Life (Theodore Andersson)
- Linguistic Aids (Richard H. Walker)

1955 Reports of the Working Committees (Germaine Brée, Editor)

- The Place of Culture and Civilization in Foreign Language Teaching (Laurence Wylie)
- The Role of Literature in Language Teaching (Archibald T. MacAllister)
- Foreign Language Instruction in Elementary Schools (Mary P. Thompson)
- Foreign Language Instruction in Secondary Schools (Robert G. Mead, Jr.)
- Classical and Modern Foreign Languages: Common Areas and Problems (Barbara P. McCarthy)
- Tests: All Skills; Speaking Test (Nelson Brooks)
- The Preparation of Foreign Language Teachers (Alonzo G. Grace)
- Teaching Aids and Techniques: Principles, Demonstrations (Jeanne Varney Pleasants)
- The Role of Foreign Languages in American Life (Wilmarth H. Starr)

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- Teaching Aids and Techniques: The Secondary School Language Laboratory (Frederick D. Eddy)
- Tests: Speaking Tests (Stanley M. Sapon)
- Foreign Language Instruction in Elementary Schools (Mary P. Thompson)
- Foreign Language Instruction in Secondary Schools (Ruth P. Kroeger)
- The Teaching of Classical and Modern Foreign Lan-

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- The Role of Literature in Language Teaching (Robert J. Clements)
- The Place of Culture and Civilization in Foreign Language Teaching (John B. Carroll and William C. Sayres)
- The Role of Foreign Languages in American Life (Wilmarth H. Starr)

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- The Drop-Out of Students after the Second Year of Language Instruction (Renée J. Fulton)
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- The Teaching of Writing (Jeannette Atkins)
- Single versus Multiple Languages in Secondary Schools (James H. Grew)
- The Foreign Language Program, Grades 3-12 (Margaret E. Eaton)
- Patterns as Grammar (Dorothy Brodin)
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1959 Reports of the Working Committees (Frederick D. Eddy, Editor)

- Modern Foreign Language Learning: Assumptions and Implications (Wilmarth H. Starr)
- A Six-Year Sequence from Grade Nine through the Second Year of College (Gordon R. Silber)
- Elementary and Junior High School Curricula (Filomena C. Peloro)
- Definition of Language Competences through Testing (Nelson Brooks)

1960 Reports of the Working Committees (G. Reginald Bishop, Jr., Editor)

- An Anthropological Concept of Culture (Ernestine Friedl)
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1961 Reports of the Working Committees (Seymour L. Flaxman, Editor)

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5. Materials and Sources
b. Audio-Visual Materials

Banks Upshaw & Company
703 Browder Street
Dallas 1, Texas

Bremen House, Inc. (German)
218 East 86th Street
New York 28, New York

Herbert E. Budek Company, Inc.
324 Union Street
Hackensack, New Jersey

Caedmon Sales Corporation
461 Eighth Avenue
New York 1, New York

EMC Corporation
180 East Sixth Street
St. Paul 1, Minnesota

Educational Services
1730 Eye Street, N. W.
Washington 6, D. C.

Escopel Company (Spanish filmstrips)
P. O. Box 320
Montclair, New Jersey

Folkways Records and Service Corp.
121 West 47th Street
New York 36, New York

French-American Cultural Services and Educational Aid (FACSEA)
972 Fifth Avenue
New York 21, New York

Gessler Publishing Company (French, Spanish)
110 East 23rd Street
New York 10, New York

Goldsmith's Music Shop, Inc.
401 West 42nd Street
New York 36, New York

Language Training Aids
Language Center
Boyds, Maryland

Lorraine Music Company
P. O. Box 131
Long Island City 4, New York

Pan American Union
19th and Constitution Ave., N. W.
Washington 6, D. C.

Mary S. Rosenberg
100 West 72nd Street
New York 23, New York

Spanish Audio-Visual Aid Service
Cultural Relations Department
Embassy of Spain
2700 16th Street, N. W.
Washington 9, D. C.

Spanish Music Center, Inc.
127 West 48th Street
New York 36, New York

Spoken Arts Inc.
95 Valley Road
New Rochelle, New York

Studyscopes Productions
P. O. Box 25943
Los Angeles 25, California

Teaching Audials and Visuals, Inc.
250 West 57th Street
New York 19, New York

Wible Language Institute
27 South Eighth Street
Allentown, Pennsylvania

Wilmac Recorders
921 East Green Street
Pasadena, California

World Languages Center
475 Fifth Avenue
New York 17, New York

5. Materials and Sources
c. Foreign Books

Adlers Foreign Books, Inc.
49 West 47th Street
New York 36, New York

Franz C. Feger (Spanish)
17 East 22nd Street
New York 10, New York

The French Book Guild
1860 Broadway
New York 23, New York

French Bookstore
556 Madison Avenue
New York 22, New York

Las Americas Publishing Company
152 East 23rd Street
New York 10, New York

Latin American Institute Press, Inc.
200 Park Avenue South
New York 3, New York

Librairie Hachette (American Office)
1475 Broadway
New York 36, New York

Package Library of Foreign Children's Books
69-41 Groton Street
Forest Hills 75, New York

Mary S. Rosenberg (German, French)
100 West 72nd Street
New York 23, New York

Schoenhof's Foreign Books, Inc.
1280 Massachusetts Avenue
Cambridge 38, Massachusetts

Stechert-Hafner, Inc.
31 East Tenth Street
New York 3, New York

Eliseo Torres (Spanish)
1435 Beach Avenue
New York 60, New York

5. Materials and Sources
d. Films

Audio-Visual Center
Hewitt Hall
University of New Hampshire
Durham, New Hampshire

Brandon Films, Inc.
200 West 57th Street
New York 19, New York

Contemporary Films, Inc.
614 Davis Street
Evanston, Illinois

Coronet Instructional Films, Inc
65 East South Water Street
Chicago, Illinois 60601

Encyclopedia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois

Film Classic Exchange
1977 South Vermont Avenue
Los Angeles 7, California

Focus Films Company
1385 Westwood Boulevard
Los Angeles 24, California

International Film Bureau, Inc.
322 South Michigan Avenue
Chicago 4, Illinois

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, New York

Trans-World Films, Inc.
53 West Jackson Boulevard
Chicago 4, Illinois

United World Films, Inc.
1445 Park Avenue
New York 29, New York

5. Materials and Sources
e. Foreign Periodicals

European Publishers-Representatives, Inc.
1475 Broadway
New York 36, New York

German News Company, Inc.
200 East 86th Street
New York 28, New York

The House of Grant (Canada), Ltd.
29 Mobile Drive
Toronto 16, Canada

Eliseo Torres
1435 Beach Avenue
New York 60, New York

5. Materials and Sources
f. Maps and Wall Charts

The Bruce Publishing Company
1859 Bruce Building
Milwaukee 1, Wisconsin

Dennoyer-Geppert Company
5235 Ravenwood Avenue
Chicago 40, Illinois

National Geographic Society
16th and M Streets, N. W.
Washington 6, D. C.

6. Useful Addresses
a. Opportunities and Means for Travel and Study Abroad

*American Field Service
313 East 43rd Street
New York 17, New York

Classrooms Abroad
Box 4171 University Station
Minneapolis 14, Minnesota

Council on Student Travel, Inc.
777 United Nations Plaza
New York, N. Y. 10017

The Experiment in International Living
Putney, Vermont

*Institute of International Education
809 United Nations Plaza
New York, N. Y. 10017

The Inter-American School Service
1785 Massachusetts Avenue, N. W.
Washington 6, D. C.

National Education Association
Division of Travel Service
1201 Sixteenth Street, N. W.
Washington, 6, D. C.

Vacations Abroad
UNESCO Publications Center
801 Third Avenue
New York 22, New York

*Office du Tourisme Universitaire
c/o French Cultural Services
972 Fifth Avenue
New York 21, New York

SITA World Travel, Inc.
545 Fifth Avenue
New York 17, New York

**Study Abroad*
UNESCO Publications Center
801 Third Avenue
New York 22, New York

Study in Latin America
Pan American Union
17th Street and Constitution Ave., N. W.
Washington 6, D. C.

*Teacher Exchange Section
Educational Exchange and Training Branch
Office of Education
Dept. of Health, Education, and Welfare
Washington 25, D. C.

**Teaching Abroad*
UNESCO Publications Center
801 Third Avenue
New York 22, New York

Work, Study, Travel Abroad
United States National Student Assoc.
20 West 38th Street
New York 3, New York

6. Useful Addresses
b. Service Bureaus

American Association of Teachers of German
Service Bureau
420 Chestnut Street
Philadelphia, Pennsylvania

Center for Applied Linguistics
Charles A. Ferguson, Director
1755 Massachusetts Avenue, N. W.
Washington 36, D. C.

French Cultural Services
972 Fifth Avenue
New York 21, New York

Materials Center
Modern Language Association
4 Washington Place
New York, New York 10003

National Information Bureau
American Association of Teachers of French
Armand Bégué, Director
972 Fifth Avenue
New York 21, New York

6. Useful Addresses
c. Publishers

Allyn and Bacon, Inc.
150 Tremont St.
Boston, Mass. 02111

American Book Company
55 Fifth Avenue
New York, New York 10003

AMSCO School Publications, Inc.
45 E. 17 St.
New York, New York 10003

Appleton-Century-Crofts, Inc.
440 Park Ave., South
New York, New York 10016

Audio-Visual Publications
Box 5497
Roanoke, Virginia

Barnes and Noble, Inc.
105 Fifth Avenue
New York, New York 10003

Bruce Publishing Company
1865 Bruce Bldg.
Milwaukee, Wisconsin 53201

Chilton Company
525 Locust St.
Philadelphia, Pennsylvania 19106

Crown Publishers, Inc.
419 Park Avenue, South
New York, New York 10016

Devin-Adair Company
23 E. 26th Street
New York 10, New York

Doubleday and Company
277 Park Ave.
New York, New York 10017

E. P. Dutton and Company, Inc.
201 Park Avenue, South
New York, New York 10003

Educational Publishing Corporation
23 Leroy Avenue
Darien, Connecticut

Educators Publication Service, Inc.
301 Vassar St.
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